

STATE BOARD OF REGENTS
DIXIE STATE UNIVERSITY, ST. GEORGE, UTAH
JEFFREY R. HOLLAND CENTENNIAL COMMONS (HCC) – FIFTH FLOOR &
GARDNER STUDENT CENTER (GARDNER)
FRIDAY, MARCH 27, 2015

AGENDA

- 8:00 – 9:20 AM BREAKFAST MEETING – STATE BOARD OF REGENTS, DIXIE STATE UNIVERSITY
BOARD OF TRUSTEES, PRESIDENT WILLIAMS, COMMISSIONER BUHLER
Location: HCC Zion Room
- 9:30 – 11:00 AM INFORMAL DISCUSSION (Presidents & Regents)
Location: HCC Zion Room
- 10:30 – 11:00 AM REFRESHMENTS
Location: Gardner Ballroom
- 11:00 AM – 12:30 PM MEETINGS OF BOARD COMMITTEES

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Regent Robert W. Prince, Chair

Location: Gardner Conference Room B

ACTION:

- | | |
|--|-------|
| 1. Dixie State University – Bachelor of Arts/Bachelor of Science in Dance | TAB A |
| 2. Dixie State University – Bachelor of Individualized Studies | TAB B |
| 3. Utah Valley University – Bachelor of Science Degrees in: 1) Animation and Game Development; 2) Digital Audio; 3) Digital Cinema; and 4) Web Design and Development with Emphasis in Web and App Development, and Interaction and Design | TAB C |
| 4. Utah Valley University – Bachelor of Science in Entrepreneurship and Discontinuation of Emphases in Entrepreneurship within the Bachelor of Science in Business Management | TAB D |
| 5. Utah Valley University – Bachelor of Science in Information Management | TAB E |
| 6. Utah Valley University – Bachelor of Science in Mechatronics Engineering Technology | TAB F |
| 7. New Century and Regents' Scholarship Award Amounts for 2015-16 | TAB G |

CONSENT:

Please see the General Consent Calendar at TAB II.

INFORMATION:

- | | |
|---|-------|
| 1. Institutional Completion Update: Dixie State University | TAB H |
| 2. Southern Utah University – First Year Report on Associate of Applied Science in Professional Pilot with Emphases in Rotor-Wing and Fixed-Wing Aircraft | TAB I |
| 3. Utah Cluster Acceleration Partnership Report | TAB J |
| 4. HB 198 Strengthening College and Career Counseling | TAB K |

FINANCE/FACILITIES COMMITTEE
Regent Robert S. Marquardt, Chair
Location: Gardner Cottam Room

ACTION:

- | | |
|---|-------|
| 1. Dixie State University – Campus Master Plan Update Approval | TAB L |
| 2. Dixie State University – Sale of Property | TAB M |
| 3. Utah State University – Mixed-use Development Ground Lease | TAB N |
| 4. Utah State University – Series 2015 Research Revenue Refunding Bonds | TAB O |
| 5. University of Utah – Rice Eccles Stadium Expansion and Renovation | TAB P |
| 6. University of Utah – Series 2015 Certificates of Participation Refunding | TAB Q |
| 7. Weber State University – Acquisition of Property at 26 th Street and Monroe Blvd. | TAB R |
| 8. Salt Lake Community College – Request for Approval to Create the Position of General Counsel | TAB S |
| 9. UHEAA – Authorizing Resolution: Student Loan Backed Notes | TAB T |
| 10. Revision of Policy R588, <i>Delegation of Debt Policy to Boards of Trustees, and the USHE Debt Ratio Analysis</i> | TAB U |
| 11. Revision of Policy R831, <i>Minimum Requirements for Non-Faculty Staff Employment Grievances</i> | TAB V |
| 12. Revision of Policy R843, <i>Guideline for Reduction in Force Policy</i> | TAB W |
| 13. Elimination of Policy R845, <i>Guidelines for Payment in Lieu of Notice Policy</i> | TAB X |
| 14. Revision of Policy R847, <i>Criminal Background Checks</i> | TAB Y |

CONSENT:

Please see the General Consent Calendar at TAB II.

INFORMATION:

- | | |
|---|--------|
| 1. University of Utah – Series 2015B General Revenue and Refunding Bond | TAB Z |
| 2. Weber State University – Series 2015 Student Facilities System Revenue Refunding Bonds | TAB AA |
| 3. USHE – Spring 2015 Third-Week Enrollment Report | TAB BB |
| 4. USHE – Fall 2014 End-of-Term Enrollment Report | TAB CC |
| 5. USHE – Annual Money Management Report for the Fiscal Year Ending June 30, 2014 | TAB DD |
| 6. USHE – Capital Facilities Update for 2015-16 | TAB EE |
| 7. USHE – Tuition Increases for 2015-16 (1 st - and 2 nd - tier) | TAB FF |
| 8. USHE – Fee Increases for 2015-16 | TAB GG |
| 9. 2015 Legislative Session Report and Budget Update | TAB HH |

12:30 – 1:15 PM

LUNCH

Location: Gardner Center Ballroom

1:15 – 1:45 PM

STATE OF THE UNIVERSITY – PRESIDENT WILLIAMS

Location: HCC Zion Room

1:45 – 3:00 PM

COMMITTEE OF THE WHOLE

Location: HCC Zion Room

- | | |
|---|---------|
| 1. Oath of Office – Jefferson Moss | |
| 2. 2015 Legislative Session Report and Budget Update | TAB HH* |
| 3. USHE – Tuition Increase for 2015-16 (1 st - and 2 nd - tier) | TAB FF* |

4. USHE – Fee Increases for 2015-16
5. General Consent Calendar
6. Reports of Board Committees

TAB GG*
TAB II

3:00 – 4:00 PM

EXECUTIVE SESSION (IF NEEDED)

Location: HCC 535

*Tabs FF, GG, and HH will be discussed in the Committee of the Whole and are also information items in the Finance/Facilities Committee.

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.

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Arts/Bachelor of Science in Dance

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Arts/Bachelor of Science (BA/BS) in Dance effective July 1, 2015. The institutional Board of Trustees approved the degree on November 21, 2015.

Background

The Dance program at DSU has steadily grown over the past 20 years, evolving from a set of courses taught under Physical Education to a diverse curriculum in dance theory, technique, composition, and performance in the School of Visual and Performing Arts (SVPA). The University currently offers a Dance emphasis under the BA/BS in Integrated Studies, and the proposed BA/BS in Dance would complement existing baccalaureate degrees in Art, Music, and Theatre offered in the SVPA. Student surveys conducted by DSU indicate a high level of interest in a BA/BS in Dance. There is also indication that dancers and dance instructors in the community would have interest in pursuing a bachelor's degree. Furthermore, government statistics project growth in jobs in dance in the coming decade.

In addition, to its two current full-time Dance faculty with terminal degrees, DSU is poised to hire an additional full-time, tenure-track faculty member and a 0.74 FTE lecturer/advisor to support the proposed BA/BS in Dance. The DSU Dance program would also continue to utilize a number of adjunct faculty with varying specialties. Several new courses would be developed, and additional funds would be committed to library and information resources. DSU is committed to expanding the full-time Dance faculty and teaching facilities as the program grows.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Dixie State University and the Board of Regents. The USHE Chief Academic Officers (CAOs), with input from Dance departments at their institutions, reviewed the DSU proposal and provided helpful feedback

that was incorporated into a revised version; ultimately, the CAOs/departments expressed support for DSU's BA/BS in Dance proposal. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Dixie State University to offer a Bachelor of Arts/Bachelor of Science in Dance.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
Dixie State University
Bachelor of Arts/Bachelor of Science in Dance**

Section I: The Request

Dixie State University (DSU) requests approval to offer a Bachelor of Arts/Bachelor of Science (BA/BS) in Dance effective July 1, 2015. The institutional Board of Trustees approved the degree on November 21, 2015.

Section II: Program Description

Complete Program Description

The Dance program at DSU is part of the Department of Theatre and Dance in the School of Visual and Performing Arts. In 1994, most dance courses taught under Physical Education were transferred to Fine Arts, and a part-time dance instructor was hired. In 2000, a full-time Director of Dance faculty position was created to replace the part-time position. Since then, the DSU Dance program and enrollments have grown tremendously, with the curriculum expanding to include theory, technique, composition, and performance courses.

The mission of the DSU Dance program is to provide a diverse population of students an opportunity to achieve their dance education goals and develop discipline, self-confidence, and self-motivation that are vitally important to a career in any field. The Dance program gives students a foundation in the profession of the art of dance by providing an educational environment in which a variety of technique training, performance opportunities, and creative projects complement and reinforce each other. Furthermore, the Dance program offers the highest standard of service in the areas of academic education and community education for students and community members.

The Dixie State Dance Company (DSDC) was created in 2001. The goal of the Company is to prepare students in dance technique and artistic expression for performances and their future dance careers through rehearsal and learning dance techniques and performing skills that are required for performances. Development of personal discipline, collaborative skills, and creative expression are emphasized. DSDC enables serious dance students to gain and master the tools necessary to bring them the foundations of critical thinking and creative discipline. It helps the students begin to develop the personal dance identity and full maturity needed to flourish in the professional art world and function as an independent artist in today's society. DSDC presents two formal performances each year (fall and spring concerts) for DSU students, faculty/staff, and the community.

The BA/BS in Dance at DSU will require students to obtain a broad base of dance skills consistent with the core offerings of other USHE institutions. The proposed degree will prepare students to seek opportunities in dance and will also allow them to develop a number of transferable skills that can be applied in other settings.

Purpose of Degree

According to DSU's mission statement, "Dixie State University is a teaching institution that strives to enrich its community and the lives of its students by promoting a culture of learning, values, and community."¹ The University of Utah, Utah Valley University, Weber State University, and Southern Utah University all offer baccalaureate degrees in Dance, but offering the BA/BS in Dance at DSU will allow students to interact with and enrich the local community. These degrees will also help DSU better fulfill its mission and meet the needs of students. There is evidence of significant demand for the proposed BA/BS in Dance, gathered by surveys of students already enrolled at DSU and local high school students. There is also anecdotal support from the larger St. George and Washington areas. Washington County has a vibrant dance community, and the BA/BS in Dance would recognize and support local dance activities and endeavors.

Institutional Readiness

DSU has granted baccalaureate degrees since 1999. The institution, School of Visual and Performing Arts, and Dance program have all matured over the last decade and a half. As an institution, DSU has evolved in a number of significant ways, namely by becoming a University in 2013, hiring significant number of full-time faculty with terminal degrees, developing and expanding student services and library resources, and seeking and securing funds for new facilities. Due to an increase in enrollment and the promotion of Dixie State to university status, the Department of Fine Arts became the School of Visual and Performing Arts in 2013 and is comprised of Art, Music, and Theatre and Dance departments. All of the programs in the School, with the exception of Dance, offer baccalaureate degrees.

Since the hiring of a full-time faculty member as the Director of Dance in 2000, the Dance program has expanded significantly in its course offerings, enrollment, and adjunct faculty pool. In 2012, an additional full-time faculty member (0.75 in Dance and 0.25 in Theatre) was hired. The Dance program has also been offering more upper-division courses. DSU is committed to supporting the proposed BA/BS in Dance by expanding the number of full-time faculty and the teaching facilities, as needed. The Dance program currently occupies the entire Graff Performing Arts Center, as well as sharing space in the Eccles Fine Arts Center for dance classes and the Main Stage Theater for dance productions. In addition, a large classroom in the remodeled Performing Arts Building is available and suitable for certain dance classes.

Departmental Faculty

Members of the Dance faculty at DSU are qualified and experienced. Both full-time faculty members hold terminal degrees (one PhD and one MFA). Although the adjunct faculty members lack terminal degrees, it is common practice in four-year dance programs to allow adjunct faculty without a terminal degree to teach technique courses due to professional experiences in and out of academia (see Section VII: Faculty for a list of faculty and their credentials).

The proposed BA/BS in Dance will require a new full-time faculty member. DSU plans to hire a full-time, tenure-track faculty member with a PhD or MFA and specializations in ballet technique and dance theory. DSU also plans to hire a 0.74 FTE lecturer/advisor to teach some classes and provide academic

¹ http://dixie.edu/aboutdixie/mission_statement.php

advisement and counseling. Both positions will start in fall 2015 or within the first two years of program implementation. DSU anticipates the BA/BS in Dance will be popular with students and recognizes the need to hire additional faculty as the program grows.

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	1		1
Full-time Non-Tenured	1	1	2
Part-time Tenured			
Part-time Non-Tenured		1	1
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	2		2
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	7		7
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	1		1
Full-time Non-Tenured	1	1	2
Part-time Tenured			
Part-time Non-Tenured	9	1	10
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	3.70	1.74	5.44

Staff

There is one full-time administrative assistant that supports the School of Visual and Performing Arts (SVPA), with primary attention given to the Dean. Additionally, one part-time assistant supports the SVPA, including Art, Music, Theatre, and Dance. These assistants are not housed in the Graff Performing Arts Center (home of the Dance program), but in the Eccles Fine Arts Center. A new part-time Dance assistant was hired in fall 2014 to cover clerical tasks, assist with the dance faculty and dance productions, and facilitate better communication between full-time faculty, adjunct faculty, and students. The proposed budget includes \$21,000 for this position.

Library and Information Resources

DSU's Library holds adequate book, audio/visual, and periodical resources for the current Dance program, but these holdings will need to grow to fully support the BA/BS curriculum. The portion of the Library's annual budget set aside for Dance materials is \$1,000. To create a quality book, audio/visual, and periodical collection to support the needs of the BA/BS curriculum, the Library needs an ongoing initial allocation of \$1,000 per year for the first year of the degree and \$500 for each subsequent year. The Dance program's education and professional activities also require the use of online databases in the field. The Library currently subscribes to a number of excellent online resources, including Alexander Street Press: Dance Video, JSTOR, Oxford Reference, ebrary, and Proquest. Pricing for some of these essential databases is not fixed, but depends on FTE enrollment for the University (i.e., as the University grows, pricing increases). The proposed budget ensures the Library will be able to continue database subscriptions and subscribe to new ones.

Current Library Materials for Dance				
Catalog				
	Number of items found	Years Covered	List available in Catalog	Comments
Books	123	1929-2012	Y	
e-books	113	1977-2011	Y	
Periodicals	1	1991-2010	Y	
e-Periodicals	15	1914-present	Y	
DVDs	112	1988-2013	Y	9 of these are DocUtah materials
Videos	19	1995-1999	Y	Videos are kept if DVDs cannot be found
Audio Cassettes	1	1974	Y	Cassettes are kept if CDs cannot be found
CDs	53	1976-2007	Y	
Kits	1	1987	Y	Utah Endowment
Microforms	3	1806-1868	Y	
Items with "dance" as subject heading in catalog	453	1806-2014	Y	
Databases				

	Number of items found ("hits")	Years covered	List available on Databases	Comments
Alexander Street Press: Dance Video	21682 (Audio) 917 (Video)	1910-2014	Y	Subject heading of Dance
Alexander Street Press: Music Online	543 Texts	1900-2014	Y	Print sources under the subject heading of dance
ProQuest Newsstand	119815	1980-2014	Y	Newspapers, Wire Feeds, Magazines, and Trade Journals
Academic Search Premier	12945	1904-2014	Y	Magazines, Reviews, Newspapers, Academic Journals, and Trade publications
MasterFile Premier	12117	1868-2014	Y	Magazines, Reference Books, Newspapers, Academic Journals, and Trade publications
Salem History	246	20th Century	Y	Biographical Profiles
Art Full Text	1113	1983-2014	Y	Periodicals w/some full text
Web of Science	1532	1880-2011	Y	Citations w/some full text
JSTOR	274696	1665-2014	Y	Full Text
Project Muse	22046	1930-2014	Y	Full Text
Sage Journals	32626	1879-2014	Y	Full Text with some citations
Sage Knowledge	2027	2000-2014	Y	Encyclopedias, Dictionaries, and handbooks
ScienceDirect	1999	1995-2015	Y	Some full text with some citations
Oxford Music Online	5288		Y	Grove Music, Oxford Dictionary of Music, Oxford Companion to Music, and Encyclopedia of Popular Music
Oxford Reference	16776	1994-2013	Y	Encyclopedias and dictionaries
Oxford Handbooks	297	2011-2014	Y	Handbooks
Gale Virtual Reference	999	1968-2014	Y	Encyclopedias and Handbooks
ebrary	131	1959-2013	Y	eBooks
EBSCOhost books	15	1977-2005	Y	eBooks
LibGuides	4			These are research guides to help the students with

				research and citations
Naxos/Naxos Jazz				Audio Music databases to access music for dance

Admission Requirements

Each students seeking to enroll as a Dance major must submit an application and audition for admission into the Dance program. Students must also have already submitted an application for undergraduate admission to Dixie State University. The audition will take place mid-March prior to the upcoming academic year and will also serve as a scholarship audition. The Dance faculty will conduct the audition and review applicants based on their performance in two group technique classes (ballet and modern dance), a one-minute solo choreographed by the student, and an interview with the Dance faculty.

Student Advisement

As previously noted, DSU is planning to hire a 0.74 FTE lecturer/advisor for the Dance program. This person will teach the First Year Experience class, where students will learn about the Dance program's degrees, requirements, expectations, and policies. It will also be the lecturer/advisor's responsibility to regularly meet with and counsel students on course scheduling to ensure graduation in a timely manner. The rest of the Dance faculty will play a less formal role in student advisement, with each faculty member mentoring students in her or his area of expertise.

Justification for Graduation Standards and Number of Credits

Students must complete a minimum of 120 credits in order to graduate with a bachelor's degree, as stated in DSU's Policies and Procedures Manual². Sixteen credits in a single foreign language are required for the BA degree only. For both the BA and BS degrees, 40 of the 120 credits must be from upper-division courses.

Requirements for BA in Dance	Credits
Computer Literacy	3
General Education Core	13
General Education Breadth and Depth: Life Sciences/Laboratory Sciences • BIOL 2320/25 (Pre-requisite for DANC 3510)	5
General Education Breadth and Depth: Physical Sciences/Laboratory Sciences • PHYS 1010/15 (Pre-requisite for DANC 3510)	4
Additional General Education Breadth and Depth Courses	12
Dance Major	53
General Education GLOCUP	6
Foreign Language	16
Electives	8
Total Semester Credits	120

² Section 5-Student Services. Policy No. 20: Graduation; D. Graduation Requirements

Requirements for BS in Dance	Credits
Computer Literacy	3
General Education Core	13
General Education Breadth and Depth: Life Sciences/Laboratory Sciences • BIOL 2320/25 (Pre-requisite for DANC 3510)	5
General Education Breadth and Depth: Physical Sciences/Laboratory Sciences • PHYS 1010/15 (Pre-requisite for DANC 3510)	4
Additional General Education Breadth and Depth Courses	12
Dance Major	53
General Education GLOCUP	6
Electives	24
Total Semester Credits	120

External Review and Accreditation

In 2011-12, Dixie State hired Kim Strunk, an Associate Professor and former Chair of Dance at Utah Valley University, as an external reviewer. During her tenure as chair at UVU, Professor Strunk was instrumental in developing and defending several new degree options in dance that were approved by the Utah State Board of Regents. After carefully evaluating DSU's "Dance Program Review" (authored and submitted by Dr. Li Lei, Director of Dance, in May 2011) and conducting a site visit in November 2011, Strunk submitted an external review report in January 2012:

https://www.dixie.edu/academics/File/DCS%20Dance%20Program%20Review_External.pdf

The purpose of Professor Strunk's review was to provide feedback and guidance on the current Dance program, as well as strategies for developing a baccalaureate program. Among the comments in her review, Strunk identified three areas of need that, when fulfilled, would contribute to the success of the current and future Dance program:

1. The need to develop and implement Dance degrees

Strunk strongly advocated for the Dance program to have degrees. She noted that the Music and Theatre programs have associate and baccalaureate degrees, as well as emphases in Integrated Studies, and similar degree options in Dance would "compliment and complete the Performing Arts Department."

Strunk continued, "The common thread of conversation with students was: (1) their desire to stay at Dixie and earn a dance degree; (2) an overwhelming expression of appreciation and respect for faculty, particularly Dr. Lei; (3) concerns that they are not privy to the same opportunities as the other performing arts students; and (4) misconceptions regarding the eventual offering of dance degrees." She also mentioned witnessing the intense commitment students have for the program, as well as strong technique and performance skills.

Additionally, Strunk mentioned Utah's uniqueness in its support of Dance Education, stating that almost every high school in the state has a Dance program that provides students for university dance programs, as well as employment opportunities for degree-holding graduates.

2. The need for an additional full-time faculty and a part-time lecturer/advisor

As previously mentioned, Strunk advised additional full-time faculty be added (3 in total) for the program to more effectively meet the mission and goals stated in the "Dance Program Review" (Strunk was commenting on the status of the program at that time). In order to effectively meet the needs of a four-year degree program, three full-time faculty and one part-time lecturer/advisor is the minimum.

Strunk also addressed adjunct faculty. While she stated the quality of teaching and dedication of the adjunct faculty, she also noted "the optimal ratio of part-time to full-time for most institutions hovers around 40/60 or 30/70, compared to 80/20, which represents the current DSC Dance Program ratio. The need for a more balanced ratio makes a good argument for additional full-time lines." Although a full-time faculty member (0.75 in Dance and 0.25 in Theatre) has been added to the Dance program, the number of adjunct faculty has also increased due to more course offerings, and the current ratio is 84/16. A third full-time faculty member would provide a more balanced ratio.

Strunk pointed out, "To conclude, DSC Dance faculty are extremely well qualified and dedicated to the Dance Program. The critical need now is for additional full-time tenure-track faculty so that the Dance Program can meet student and community needs, prepare students for successful transfer, and develop degree options for Dance students."

3. The need to increase the ongoing budget for the Dance program

In this area, Strunk noted that although enrollments were up, and faculty as well as studio space have been added, the ongoing budget for the Dance Program had declined since 2004-2005 to \$4000. She continued, "Having run a department for eight years, I cannot fathom how Dr. Lei accomplishes what she does with such a limited budget." And although she noted that the Theatre and Music programs offer degrees and more classes, she also mentions the disproportionate distribution of funds that "raises a red flag."

Regarding accreditation, the DSU Dance program will eventually seek membership in the National Association of Schools of Dance (NASD). The proposed BA/BS in Dance has been designed with this in mind. Upon approval and implementation of the BA/BS in 2015, an accreditation review will be scheduled for 2020.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	X	X	30	40	50
Total # of Declared Majors in Proposed Program	X	46	69	92	115	128
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	3.70	5.44	5.70	6.20	6.70	6.95
Total Department Student FTE (Based on Fall Third Week)	37.10	55.50	64.70	73.90	83.10	88.30
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	10.03	10.20	11.35	11.92	12.40	12.71
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: NA)	NA	NA	NA	NA	NA	NA

Section III: Need

Program Need

In the student survey below, 64 students expressed interest in pursuing a BA/BS in Dance from DSU. In addition to students currently enrolled at DSU or in local schools, there is anecdotal evidence there are practicing dancers and dance educators in the community who would like a baccalaureate degree in Dance. The degree should be initiated because it is in high demand in the local area. Apart from student demand, with baccalaureate degrees offered in Art, Music, and Theatre, a BA/BS in Dance would complement and complete the DSU School of Visual and Performing Arts.

Labor Market Demand

The U.S. Bureau of Labor and Statistics (BLS) projects between 2012 and 2022, employment for dancers will grow by 13%, from 25,800 to 29,200 jobs nationally.³ Additionally, the BLS projects between 2012 and 2022, employment for self-enrichment education teachers, including dance instructors, will grow by 13.9%, from 316,200 to 360,100 jobs nationally.⁴ At the state level, the Utah Department of Workforce Services (DWS) expects to see a 2.6% increase in jobs for dancers between 2010 and 2020, eventually reaching 360. Additionally, DWS projects a 2.8% increase in jobs for choreographers between 2010 and 2020, eventually reaching 100.⁵ DWS also expects to see a 4.2% increase in self-enrichment education teaching jobs for the same period, reaching 4,210 in 2020.⁶ The combined total of these statewide projections is 4,670. Locally, the St. George metro area is home to Tuacahn Center for the Arts, several professional and semi-professional dance companies, seven high schools with dance programs, and 18 dance studios. Due to the nature of the field, graduates with a BA/BS in Dance will typically gain employment as dance performers, choreographers, and educators, often concurrently, as well as find work in other discipline-related areas. A BA/BS in Dance will provide them with transferable skills that are necessary in any job requiring a bachelor's degree. These skills include creative problem solving, written and oral communication, working collaboratively, research, planning and executing projects, and working to a deadline.

Student Demand

In spring 2014, the Dance faculty surveyed students in Dance, Music, and Theatre classes, as well as students from local high schools and middle schools, during the DSU Dance program's annual Outreach Dance Workshop to determine student interest in a bachelor's degree in Dance at DSU. There were 132 responses (90 DSU students and 42 high school and middle school students).

Do you wish that a Bachelor of Arts degree was offered at DSU?				
Year in School	Yes	No	N/A	Total (row)
High School and under	41	1	0	42
Freshmen	30	2	0	32
Sophomores	25	1	1	27
Juniors	14	0	0	14
Seniors	10	0	0	10
Unidentified	6	1	0	7
Column Total	126 95.45%	5 3.79%	1 0.76%	132 100%

The students were overwhelmingly in favor of a BA in Dance, with 95.45% circling "yes."

³ <http://www.bls.gov/ooh/entertainment-and-sports/dancers-and-choreographers.htm>

⁴ <http://data.bls.gov/projections/occupationProj>, "dance instructor" search

⁵ <http://jobs.utah.gov/wi/pubs/outlooks/viz.html>

⁶ <http://jobs.utah.gov/wi/pubs/outlooks/viz.html>

If a Bachelor of Arts degree in Dance is offered at DSU, will you pursue it?				
Year in School	Yes	No	Maybe	Total (row)
High School and under	34	7	1	42
Freshmen	10	20	2	32
Sophomores	13	14	0	27
Juniors	2	12	0	14
Seniors	3	7	0	10
Unidentified	2	4	1	7
Column Total	64 48.484%	64 48.484%	4 3.03%	132 100%

Of the students polled, 48.48% indicated that they would pursue a BA degree in Dance if it is offered. 33.33% of current DSU students responded "yes," as did 80.95% of local high school/middle school students. The results of this data support the need for a degree in Dance at DSU, particularly in regards to prospective students.

If you were going to pursue a career in the dance field, which of the following would you prefer to hold a degree in?					
Year in School	BA in Dance	BA in Integrated Studies with one of two emphases in Dance	Both/ Either	N/A	Total (row)
High School and under	29	13	0	0	42
Freshmen	20	9	2	1	32
Sophomores	17	7	2	1	27
Juniors	12	2	0	0	14
Seniors	7	2	0	1	10
Unidentified	6	1	0	0	7
Column Total	91 68.94%	34 25.76%	4 3.03%	3 2.27%	132 100%

68.94% of students surveyed stated that if they were going to pursue a career in the dance field they would prefer to hold a BA in Dance, compared to 25.76% who stated they would prefer to hold a BA in Integrated Studies with one of two emphasis areas in Dance. This data shows that there is a need for a distinct Dance degree that is not being met by the current Integrated Studies degree. The Dance faculty believes that a BA/BS in Dance would be popular with students, and the results of this survey support that belief.

Similar Programs

The DSU Dance faculty is confident that the BA/BS in Dance curriculum is consistent with other institutions in the state. In preparing the BA/BS curriculum, the Dance faculty examined programs at Utah Valley University, the University of Utah, Weber State University, and Southern Utah University. The Dance faculty felt these institutions were the most relevant because they are institutions in the Utah System of Higher Education, and they all have BA/BS or BFA programs in Dance. The required dance technique, performance, and theory courses at these institutions and as proposed by DSU are similar.

Courses	UVU: BFA with Modern Dance Emphasis *	U of U: BFA Modern Dance*	SUU: BA/BS Dance Performanc e	WSU: BA in Dance	DSU: BA/BS in Dance
Technique					
Ballet Technique I (or equivalent)	Required	Required	Optional	Required	Required
Ballet Technique II (or equivalent)	Required	Required	Required	Required	Required
Ballet Technique III (or equivalent)		Required	Required	Required	Required
Ballet Technique IV (or equivalent)		Required or level III repeated	Required or Advanced Modern		Required
Modern Dance I (or equivalent)	Required	Required	Optional	Required	Required
Modern Dance II (or equivalent)	Required	Required	Required	Required	Required
Modern Dance III (or equivalent)	Required	Required	Required	Required	Required
Modern Dance IV (or equivalent)	Required	Required or level III repeated	Required or Advanced Ballet		Required
Tap Dance (various levels)	Optional elective		Required	Optional elective	Optional elective
Jazz (various levels)	Required	Required	Optional elective	Optional elective	Optional elective
Performance					
Rehearsal/Performance Credit	Required	Required	Required	Required	Required
Theory					
First Year Experience (or equivalent)		Required			Required
Introduction to Dance (or equivalent)	Required		DANC 1010 Prerequisite	DANC 1010 Prerequisite	Required
Music For Dance	Required	Required	Required	Required	Required
Improvisation	Required	Required	Required	Required	Required
Dance Composition (or equivalent)	Required	Required	Required	Required	Required
Choreography Practicum (or equivalent)	Required	Required	Required	Required	Required
Physics and Kinesiology for Dancers I/II or equivalent	Required	Required	Required	Required	Required
Dance Pedagogy (or equivalent)	Required	Required			Required
Dance in a Cultural Perspective/Dance History I (or equivalent)	Required	Required	Required	Required	Required
Dance History/Dance History II	Required	Required	Required	Required	Required
Senior Capstone (or equivalent)	Required	Required	Required	Required	Required

**BFA Modern Dance Emphasis shown for comparison (as opposed to BFA Ballet Emphasis) because it is generally more consistent with BA/BS degree curriculum.*

When comparing the curriculum outlined in this proposal, it is important to note that two of the comparable institutions, Utah Valley University and the University of Utah, offer Bachelor of Fine Arts (BFA) degrees, and at this time, DSU is seeking the BA/BS, with an intent to eventually expand the program to include a BFA when more resources can be secured. The National Association of Schools of Dance (NASD) states that a BFA degree is a professional degree that usually requires that at least 65% of credits be completed in studio work and related areas for the purpose of preparing students for professional practice in the dance field. Liberal arts degrees, such as the BA and BS degrees, should allow students to study and develop skills in dance within a broader program of general studies, but they are not professional degrees. According to NASD guidelines, BA and BS degrees in Dance normally require 30-45% of course credit to be in studio work or related areas. The 53 credits required by the proposed DSU program would represent about 44% of degree credits. SUU's BA/BS in Dance Performance requires 46 credits, and Weber's BA in Dance requires 56 credits.

Although the proposed DSU BA/BS program is similar to other degree programs offered at USHE institutions, it provides room for students to choose from a wider range of elective course options than a BFA or BA/BS with an emphasis degree. Students are less confined to a prescribed course schedule and specialization, allowing for a more broad academic experience regarding dance and liberal arts.

Another unique component of the proposed degree is offering a more broad learning experience on Dance Science. Students are required to complete Physics and Kinesiology for Dancers I and Physics and Kinesiology for Dancers II, both upper division courses, instead of only Kinesiology for Dancers. The tenured full-time dance faculty member has a unique professional background in both Dance and Physics that offers students a learning opportunity on Physics for Dancers. After the proposed BA/BS is approved, and when more faculty and facility resources can be secured, a BA/BS degree with an emphasis in Dance Science would be an option for students. The Physics and Kinesiology for Dancers courses not only contribute as a step in that direction, but also are necessary and beneficial to all dance students.

Collaboration with and Impact on Other USHE Institutions

Currently, local students wishing to obtain a bachelor's degree in Dance must go elsewhere or do without. A large majority of DSU students (about 70%) are Washington County residents. Unfortunately, some are foregoing their desired degree because they are tied to the local area. DSU is prepared to meet the requirements of these students, who need to be educated locally. Dance degrees at DSU would not diminish enrollment numbers at other USHE institutions, but would tap into an overlooked market of students in Washington and Kane Counties. This will also help USHE reach its "big goal" of having 66% of Utah's workforce with postsecondary degrees by 2020.⁷ Additionally, the proposed degree may contribute to increased enrollment in the University of Utah's MFA Dance Programs as graduates with a BA/BS in Dance from DSU seek additional education.

Benefits

There is a clear benefit to the state, region, local community and individual students for this degree. The Dance faculty believes that the BA/BS in Dance will be popular with DSU students and fulfill the desire of students who want to pursue a degree in dance but have been forced to pursue a degree in another field, leave the area, or go without. Although improving, Washington County has a poor track record for

⁷ <http://higheredutah.org/preparepay/stepup/>

postsecondary education, with few individuals holding or completing bachelor's degrees. By increasing the diversity of its baccalaureate offerings, DSU can help change the community and perceptions of the community. The Dance faculty has created and is continuing to refine a rigorous and demanding program that will allow students to develop as artists and educators, while accumulating valuable transferrable skills. Additionally, producing qualified dance artists is beneficial to the multiple performance venues throughout the region, which includes, but is not limited to, Tuachan Center for the Arts, the Utah Shakespeare Festival, and local dance companies. As previously mentioned, the BA/BS in Dance would also benefit the local high school dance programs and dance studios. Dance baccalaureate degrees will support the cultural and artistic activities that are already present in the area and help them grow.

Consistency with Institutional Mission

According to the DSU mission statement, "Dixie State University is a teaching institution that strives to enrich its community and the lives of its students by promoting a culture learning, values, and community."⁸ The BA/BS in Dance supports this statement. Rigorous required coursework contributes to a culture of learning. Discipline, work ethic, and collaboration are embedded in the art of dance and contribute to a culture of values. DSU Dance productions are open to the public, many dance students perform with local dance companies, and dance graduates can teach at dance studios, all of which contribute to a culture of community.

Additionally, DSU recently achieved university status and, as such, continues to increase its baccalaureate degree offerings. The Art, Music, and Theatre programs all offer bachelor's degrees in their disciplines and a degree in Dance would complement and complete the baccalaureate offerings in the School of Visual and Performing Arts at Dixie State University.

Section IV: Program and Student Assessment

Program Assessment

DSU's Dance program is committed to enriching the lives of its students by installing an appreciation and enjoyment for the art of Dance, as well as providing students a strong foundational dance curriculum that focuses on technique, theory, performance, creative work, and production as a means to developing the skills necessary for gaining employment in the field.

The Dance faculty has worked on creating and mapping the curriculum. This effort has happened in several stages and includes identifying Program Learning Outcomes (PLOs), the corresponding courses from which student artifacts are gathered, and the tools and means used for assessment. The Dance faculty has collected, and will continue to collect, a body of student work, both written and demonstrated, that represents baseline scores as well as target scores for each PLO. Additionally, the introduction, development, and mastery of each PLO has been mapped across courses.

The Dance faculty will use the following methods of assessment to determine if program goals and each PLO are being met:

1. Monitoring GPA, enrollment numbers, and retention

⁸ http://dixie.edu/aboutdixie/mission_statement.php

2. Yearly assessment of collected student work
3. Graduation exit surveys
4. Acceptance to graduate programs and post-graduation job placement
5. Periodic meetings with individual students and groups of students to determine satisfaction and hear student concerns

Expected Standards of Performance

According to the 2013-2014 Handbook for the National Association of Schools of Dance (NASD), students graduating with a BA/BS in Dance must have the following Dance Studies Competencies:⁹

1. The ability to identify and work conceptually with the elements of dance.
2. An understanding of choreographic processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural ideas and contexts.
3. An acquaintance with a wide selection of dance repertory, the principal eras, genres, and cultural sources.
4. The ability to develop and defend critical evaluations.
5. Fundamental knowledge of the body and of kinesiology as applicable to work in dance.

The 2013-14 NASD Handbook also states that students graduating with a BA/BS degree in Dance must develop the following Performance and Dance Electives Competencies:⁹

1. Ability in performing areas consistent with the goals and objectives of the specific liberal arts degree program being followed, and appropriate to the individual's needs and interests.
2. An understanding of procedures for realizing a variety of dance styles.
3. Knowledge and/or skills in one or more areas of dance beyond basic coursework and performance appropriate to the individual's needs and interests, and consistent with the goals and objectives of the specific liberal arts degree program being followed.

The Dance faculty has interpreted these guidelines and set forth its own Program Learning Outcomes.

Graduates of DSU's BA/BS in Dance will:

1. Perform dance with artistry while demonstrating technical competency.
2. Develop the ability to write critically on dance and defend stated claims.
3. Demonstrate and implement the creative and choreographic process, including compositional elements of dance, aesthetic properties of style, and the influence of cultural ideas and contexts.
4. Demonstrate a comprehension of dance science orally, practically, and in writing.
5. Understand the historical and cultural development of dance as an art form.
6. Demonstrate the knowledge and skills necessary for pursuing a career in the dance field.

⁹ <http://nasd.arts-accredit.org/index.jsp?page=Standards-Handbook>, "NASD Handbook 2013-14 (PDF file)", p. 96

These Program Learning Outcomes are consistent with the competencies set forth by NASD in its 2013-2014 Handbook. The Dance program will be seeking NASD accreditation, and the Dance curriculum required for the BA/BS in Dance has been designed to align with these Program Learning Outcomes. The methods of program assessment are outlined in the previous section.

Section V: Finance

Department Budget

Projected FTE enrollment numbers were estimated by looking at the enrollment in Dance classes for the last five years. In spring 2014, the Dance faculty surveyed students in Dance, Music, and Theatre classes, as well as students from local high schools and middle schools. Of the students polled, 48.48% indicated that they would pursue a BA/BS in Dance if it was offered; 33.33% of current DSU students responded "yes," as did 80.95% of local high school/middle school students. The Dance faculty expects the enrollment numbers will grow at about 15% per year for the first five years of the proposed program.

To meet additional instructional and support needs associated with the new degree, the Dance program anticipates adding a full-time faculty position and part-time lecturer/advisor position within the first two years of program implementation. Additional part-time faculty and operating budget will also be necessary to accommodate further enrollment growth in the program.

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$168,078	\$52,500	\$220,578	\$27,500	\$248,078	\$7,500	\$255,578
Benefits	\$47,862	\$26,000	\$73,862	\$5,000	\$78,862	\$2,000	\$80,862
Total Personnel Expense	\$215,940	\$78,500	\$294,440	\$32,500	\$326,940	\$9,500	\$336,440
Non-Personnel Expense							
Travel	\$0	\$1,500	\$1,500	\$1,000	\$2,500	\$0	\$2,500
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$1,000	\$1,000	\$2,000	\$500	\$2,500	\$500	\$3,000
Current Expense	\$5,857	\$2,000	\$7,857	\$2,000	\$9,857	\$2,000	\$11,857

Total Non-personnel Expense	\$6,857	\$4,500	\$11,357	\$3,500	\$14,857	\$2,500	\$17,357
Total Expense (Personnel + Current)	\$222,798	\$83,000	\$305,798	\$36,000	\$341,798	\$12,000	\$353,798
Departmental Funding							
Appropriated Fund	\$222,798	\$83,000	\$305,798	\$36,000	\$341,798	\$12,000	\$353,798
Other:							
Special Legislative Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Fees/Differential Tuition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$222,798	\$83,000	\$305,798	\$36,000	\$341,798	\$12,000	\$353,798
Difference							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$200		\$184		\$176		\$160

**Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.*

Funding Sources

The funding for the proposed BA/BS in Dance will come from tuition revenue and institutional funds from state appropriations. The Dance faculty will pursue sources of external funding as time allows.

Reallocation

The proposed BA/BS in Dance will not require internal reallocation of resources.

Impact on Existing Budgets

Existing budgets will not be impacted by the proposed BA/BS in Dance.

Section VI: Program Curriculum

Program Curriculum for BA in Dance (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
DSU General Education Requirements		43
Foreign Language		16
Electives		8
Sub-total		67
Required Course		
Required Technique Courses		
DANC 1101	Ballet Technique I	2
DANC 1201	Modern Dance I	2
DANC 2101	Ballet Technique II	2
DANC 2201	Modern Dance II	2
DANC 3101	Ballet Technique III	3
DANC 3201	Modern Dance III	3
DANC 4101R	Ballet Technique IV	3
DANC 4201R	Modern Dance IV	3
Sub-total		20
Required Performance Course		
DANC 4800R	Dance Company	2
Sub-total		2
Required Theory Courses		
DANC 1001	FYE: Dance	1
DANC 1160	Music For Dance	1
DANC 2110	Introduction to Dance	3
DANC 2330	Improvisation	1
DANC 3260	Dance Production	2
DANC 3900	Dance Composition	2
DANC 3510	Physics and Kinesiology for Dancers I	2
DANC 4510	Physics and Kinesiology for Dancers II	4
DANC 4600	Dance Pedagogy	3
DANC 3710	Dance in a Cultural Perspective	3
DANC 4710	Dance History	3
DANC 4900	Choreography Practicum	1
DANC 4910	Senior Capstone	2

Sub-total		28
Elective Courses – Complete at least 3 credit hours		
DANC 1110R	Dance Conditioning	1
DANC 1170	Social Dance	1
DANC 1500R	Jazz Dance I	2
DANC 1510R	Ballroom Dance I, International Standard	1
DANC 1520R	World Dance I	1
DANC 1530R	Ballroom Dance I, International Latin	1
DANC 1540R	Movement for Musical Theatre	1
DANC 1580R	Tap Dance	1
DANC 2221R	Point I	1
DANC 2300R	Dance Partnering	1
DANC 2500R	Jazz Dance II	2
DANC 2510R	Ballroom Dance II, International Standard	1
DANC 2530R	Ballroom Dance II, International Latin	1
DANC 2810R	Ballroom Dance Team	1
Sub-total		3
Total Number of Credits		120

Foreign Language requirement for BA (complete one of the following):

- 16 credits in a single foreign language (by coursework or vertical credit)
- Foreign language 2020 or 3060 class (C or higher)
- Foreign language 1020 class (C or higher) and 12 credits FLATS/FL-GE in another language
- Non-native speakers may use ESL test or specific courses(s)
- Total Hours: 3-16

Program Curriculum for BS in Dance (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
DSU General Education Requirements		43
Electives		24
Sub-total		67
Required Course		
Required Technique Courses		
DANC 1101	Ballet Technique I	2
DANC 1201	Modern Dance I	2
DANC 2101	Ballet Technique II	2
DANC 2201	Modern Dance II	2
DANC 3101	Ballet Technique III	3
DANC 3201	Modern Dance III	3
DANC 4101R	Ballet Technique IV	3
DANC 4201R	Modern Dance IV	3

Sub-total		20
Required Performance Course		
DANC 4800R	Dance Company	2
Sub-total		2
Required Theory Courses		
DANC 1001	FYE: Dance	1
DANC 1160	Music For Dance	1
DANC 2110	Introduction to Dance	3
DANC 2330	Improvisation	1
DANC 3260	Dance Production	2
DANC 3900	Dance Composition	2
DANC 3510	Physics and Kinesiology for Dancers I	2
DANC 4510	Physics and Kinesiology for Dancers II	4
DANC 4600	Dance Pedagogy	3
DANC 3710	Dance in a Cultural Perspective	3
DANC 4710	Dance History	3
DANC 4900	Choreography Practicum	1
DANC 4910	Senior Capstone	2
Sub-total		28
Elective Courses – Complete at least 3 credit hours		
DANC 1110R	Dance Conditioning	1
DANC 1170	Social Dance	1
DANC 1500R	Jazz Dance I	2
DANC 1510R	Ballroom Dance I, International Standard	1
DANC 1520R	World Dance I	1
DANC 1530R	Ballroom Dance I, International Latin	1
DANC 1540R	Movement for Musical Theatre	1
DANC 1580R	Tap Dance	1
DANC 2221R	Point I	1
DANC 2300R	Dance Partnering	1
DANC 2500R	Jazz Dance II	2
DANC 2510R	Ballroom Dance II, International Standard	1
DANC 2530R	Ballroom Dance II, International Latin	1
DANC 2810R	Ballroom Dance Team	1
Sub-total		3
Total Number of Credits		120

Sample Program Schedule

BS in Dance

Semester 1		
Course Prefix and Number	Title	Credit Hours
DANC 1001	First Year Experience	1
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
DANC 2110	Introduction to Dance	3
DANC 1101R	Ballet Technique I	2
DANC 1201R	Modern Dance I	2
MATH 1030	Quantitative Reasoning	3
Total		15

Semester 2		
Course Prefix and Number	Title	Credit Hours
DANC 2101R	Ballet Technique II	2
DANC 2201R	Modern Dance II	2
DANC 1160	Music for Dance	1
ENGL 2010	Interm. Writing Selected Topics	3
ART 1010	Introduction to Art	3
HIST 1700	American Civilization	3
Total		14

Semester 3		
Course Prefix and Number	Title	Credit Hours
DANC 3101R	Ballet Technique III	3
BIOL 2320/25	Human Anatomy/Lab	5
DANC 2330	Improvisation	1
HIST 1500	World History to 1500	3
DANC 3260	Dance Production	2
Dance Elective		1
Total		15

Semester 4		
Course Prefix and Number	Title	Credit Hours
DANC 3201R	Modern Dance III	3
DANC 3900	Dance Composition	2
PHYS 1010/15	Elementary Physics/Lab	4
DANC 4800R	Dance Company	2
THEA 1023	Understanding Film	3
Dance Elective		1
Total		15

Semester 5		
Course Prefix and Number	Title	Credit Hours
DANC 4101R	Ballet Technique IV	3
DANC 4201R	Modern Dance IV	3
DANC 3510	Physics and Kinesiology for Dancers I	2
DANC 4900	Choreography Practicum	1
PSY 1100	Human Development Through Lifespan	3
General Education	Exploration	3
Dance Elective		1
	Total	16

Semester 6		
Course Prefix and Number	Title	Credit Hours
DANC 4510	Physics and Kinesiology for Dancers II	4
CIS 1200	Computer Literacy	3
Electives		8
	Total	15

Semester 7		
Course Prefix and Number	Title	Credit Hours
DANC 3710	Dance in a Cultural Perspective	3
DANC 4600	Dance Pedagogy	3
Electives		8
	Total	14

Semester 8		
Course Prefix and Number	Title	Credit Hours
DANC 4710	Dance History	3
DANC 4910	Senior Capstone	2
MUSC 1236	Jazz History	3
Electives		8
	Total	16

Total Credits 120

Section VII: Faculty

The following list shows the qualifications of the current 2 full-time and 9 part-time faculty, as well as 1 full-time faculty and 1 part-time advisor to be hired.

Li Lei (full-time since 2000)
<p>Degrees and Institutions</p> <ul style="list-style-type: none"> • PhD in Dance and Dance Education with an emphasis in Dance Teaching and Administration in Higher Education, New York University (1999) • MA in Dance, Brigham Young University (1994)
Rank and Tenure: Professor, tenured
Subjects Taught: Ballet Technique, Modern Dance, Ballroom Dance International Standard, Ballroom Dance International Latin, Dance Composition, Dance Company, Dance Appreciation, Introduction to Dance, Physics and Kinesiology for Dancers
<p>Professional Experience and Memberships</p> <ul style="list-style-type: none"> • 26.5 years of university/college teaching experience (17 years teaching dance; 9.5 years teaching physics) • Artistic Director and Choreographer for dance companies in the United States and in China since 1978 • Professional Dancer for 8.5 years (principal dancer for 5 years) in China, performed ballet productions (leading roles) and Chinese dances • Numerous choreographies in ballet, modern dance, ballroom dance, and Chinese dance • Numerous awards from dance competitions in China • Visiting Scholar-in-Residence at Dickinson College in PA and Brigham Young University in UT in 1991 • 6 Publications on Physics of Dance in the U.S. and in China • Numerous presentations and lectures on Physics of Dance and Dance in Higher Education at international conferences and universities worldwide • Member of International Association for Dance Medicine and Science since 1991 • Member of Congress on Research in Dance since 1995 • Member of American Alliance for Health, Physical Education, Recreation & Dance, 2000-2003 • Member of National Association of Schools of Dance since 2002 • Member of Pilates Physical Mind Institute since 2004 • Certified Pilates instructor since 2004

Sara Gallo (full-time since 2012)
Degrees and Institutions <ul style="list-style-type: none"> • MFA in Dance, California State University, Long Beach (2011) • BFA in Dance, University of Montana (2004)
Rank and Tenure: Assistant Professor, tenure track
Subjects Taught: Modern Dance, Ballet Technique, Dance Appreciation, Dance in Culture, Improvisation, Composition, Movement for Musical Theatre, Kinesiology for Dancers, Dance Pedagogy
Professional Experience and Memberships <ul style="list-style-type: none"> • 6.5 years of college/university dance teaching experience • 6 years teaching dance to PreK-8 students in both the public school and private studio setting • Choreographer of over 30 dances for both professional dancers and students • Artistic Director and Choreographer for the Pfeifle Dance Project, 2007-2008 • Performed with numerous companies, 2003-2008 • Member of National Dance Education Organization, 2011-2012
Full-time faculty TBD (to be hired 2015)
Degree: PhD or MFA in Dance
Rank and Tenure: Assistant Professor, tenure-track
Subjects Taught: Expected to teach Ballet Technique, Dance in Culture, Dance Pedagogy, Dance History
Part-time lecturer/advisor TBD (to be hired 2015 or 2016)
Degree: PhD or MFA in Dance
Rank and Tenure: Advisor
Subjects Taught: TBD
Katherine Call (part-time)
Degrees and Institutions <ul style="list-style-type: none"> • BA in Dance Performance at Southern Utah University (2008) • Secondary Education Teaching Program at Dixie State University (current) • MFA in Dance Performance and Choreography at the University of Wisconsin - Milwaukee (current)
Subjects Taught: Ballet Technique, Pointe, Modern Dance, Dance Conditioning, Dance Partnering
Professional Experience and Memberships <ul style="list-style-type: none"> • Corps member of St. George Dance Company, 2013-2014 • Judge for Shakespeare Festival Dance category, 2012 and 2013 • Choreographer and member of God's Messenger's Dance Company, 2011-2012 • Adjunct Faculty Member for Dixie State University, 2011-2014 • Dance instructor Premier Dance Center, Onstage, and Southwest Contemporary Dance Theatre. • Guest Choreographer for Desert Hills High School Dance Company, 2011, 2013 • Master Class Instructor for Pine View High School and Desert Hills High School, 2011, 2013

Nicole Hadley (part-time)
Degrees and Institutions <ul style="list-style-type: none"> • BS, English Education, Southern Utah University (2008) • Spanish Level 3 Certificate, Granada University (2007) • BA, Advertising and Public Relations, Southern Utah University (2002)
Subject Taught: Tap Dance
<ul style="list-style-type: none"> • Professional Experience and Memberships • 1 year of college level dance teaching experience in modern, jazz at Dixie State University • 16 years of dance teaching experience in dance studios and high schools • 30 years experience as tap performer • Director and Owner of All American Cloggers in St. George, Utah, 1998-2014 • Secondary Education teacher in Language Arts, 2007-2013 • Broadway Dance Center tap student in New York City, 2005-2006 • Participated in numerous dance companies, 1999-2009
Jennie Jones (part-time)
Degree and Institution <ul style="list-style-type: none"> • BFA in Ballet, University of Utah (2006)
Subjects Taught: Ballet Technique, Pointe, Modern Dance, Composition, Social Dance
Professional Experience and Memberships <ul style="list-style-type: none"> • Apprentice with Colorado Ballet, 2002-2003 • Utah Ballet member, 2004-2006 • Professional dancer with Contemporary Dance Wyoming, 2006-2007 • Director of Junior Repertory Company at Dancer's Workshop, 2006-2007 • Dance Instructor at Vista School for Arts and Technology, 2009-2011 • Adjunct Faculty Dixie State University, 2011 to present • Professional dancer with St. George Dance Company, 2011-present
Heather Madison (part-time)
Degrees and Institutions <ul style="list-style-type: none"> • MS in Accounting, Southern Utah University (2002) • BS in Accounting, Southern Utah University (1998)
Subjects Taught: Jazz dance, Modern dance, Ballroom Dance
Professional Experience and Memberships <ul style="list-style-type: none"> • Owner/Artistic Director of On Stage Dance Studio, 1995 to present • 7 years of college level dance teaching experience in jazz and social dance at Dixie State University • 3 year Adjunct Dance Faculty at Southern Utah University • Dance Instructor and choreographer for Universal Dance Association, 1992-1999 • Choreographed for high school and semi-pro dance teams for 15 years • Choreographed for Junior Miss Pageants (2 times) and Miss Iron County (2 times) • Choreographer and Judge for Universal Dance Association, 2008-current

Amy Randall (part-time)
Degree and Institution
<ul style="list-style-type: none"> • BA in Dance with a Ballroom emphasis, Brigham Young University
Subjects Taught: Ballroom Dance International Standard, Ballroom Dance International Latin, Social Dance
Professional Experience and Memberships
<ul style="list-style-type: none"> • Dance teacher at Starlight Dance Studio in California, 1997-1999 • Instructor and Choreographer for BYU youth Ballroom team, 2002 • Instructor and Choreographer for Summer Ballroom team at BYU, 2002 • 10 years of Ballroom dance instruction experience

Kristen Thompson (part-time)
Degree and Institution
<ul style="list-style-type: none"> • BA in Dance, Brigham Young University (2003)
Subjects Taught: Ballet, Pointe, Jazz Dance
Professional Experience and Memberships
<ul style="list-style-type: none"> • 10 years of college level dance teaching at Dixie State University • Sterling Scholar judge for local high schools in St. George, Utah • Ballet teacher for Stars Dance Studio, 2003-2007

Jamie Waters (part-time)
Degree and Institution
<ul style="list-style-type: none"> • BS in Dance Education, Southern Utah University (2010)
Subjects Taught: Jazz Dance
Professional Experience and Memberships
<ul style="list-style-type: none"> • 1 semester of college level dance teaching experience at Dixie State University • Member and participant of professional dance • Instructor/Choreographer for On Stage Dance Studio and 2 ONE Productionz in St. George, Utah, 2011 to present • Dance judge for UHSAA/Utah Dance Judges Association in Northern Utah, 2011 • Member/choreographer for Southern Utah University (SUU) dance team • Captain of Southern Utah University dance team, 2008-2009 • Choreographer for the SUU Student Dance Concert, 2008-2009 • Performer in the SUU Faculty Dance Concerts, 2008-2009

John Wuehler (part-time)
Degrees and Institutions <ul style="list-style-type: none"> • BA in Design Engineering Technology, Brigham Young University (1985) • Master of Technology Management, Brigham Young University (1986)
Subjects Taught: Ballroom Dance International Standard, Ballroom Dance International Latin
Professional Experience and Memberships <ul style="list-style-type: none"> • Engineer, Everex Computers, St George, Utah, 1987-1989 • Engineer, Eurocircuit, Lisbon, Portugal, 1989-1991 • Engineer, Dixie Component Systems, 1991-2001 • Owner Dixie Component Systems, St George, Utah, 2001 to present • 10 years of college level dance teaching experience in Ballroom Dance at Dixie State University • Dance teacher at Starlight Dance Studio in California, 1997-1999 • Instructor and Choreographer for BYU youth Ballroom team, 2002 • Instructor and Choreographer for Summer Ballroom team at BYU, 2002

Megan Young (part-time)
Degree and Institution <ul style="list-style-type: none"> • BA in Dance, Brigham Young University (2008)
Subjects Taught: Dance Composition, Tap Dance, Modern Dance, Improvisation
Professional Experience and Memberships <ul style="list-style-type: none"> • 5 semesters of college level dance teaching experience at Dixie State University • Professional Dancer/Performer at Tuacahn Center for the Arts, 2013 • Musical Theatre Choreographer at Vista Charter School, 2013-2014 • BYU DancEnsemble Company Member, 2007-2008 • Taught at Academy of Ballet in Orem, Utah, 2006-2008 • Taught at National Dance Institute of New Mexico, 2008-2009 • Taught at Diamond Talent Productions in St. George, Utah, 2004-2006 and 2010-present • Attended Joffrey Ballet School Summer Intensive in New York, NY, 2004 • Attended Dance Teacher Certification at Oklahoma City University, 2006 • Certified in the NDI-NM Teaching Method developed by Jaques D'boise, 2008-2009

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Individualized Studies

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Individualized Studies (BIS) effective July 1, 2015. The institutional Board of Trustees approved the degree on November 21, 2014.

Background

DSU has developed the BIS degree, in large part, to meet the needs of returning adult students who have completed some college and would like to earn a bachelor's degree. The availability of such a degree would be particularly beneficial to residents of Washington County (home of DSU) where, according to 2010 U.S. Census data, 31.2% of adults have some college experience, but no degree. Furthermore, an additional 17.7% of Washington County adults have earned an associate's degree and would be served by the rigor and versatility of a Bachelor of Individualized Studies.

The proposed BIS degree would be administered through the Department of Interdisciplinary Arts and Sciences (IAS) in the School of Education at DSU. IAS faculty and advisors are experienced in teaching and mentoring interdisciplinary students and would staff the BIS degree's three core courses and support students in the Individualized Studies program. Beyond the three core courses, the BIS degree would include general education, an Individualized Academic Plan (IAP) of at least 42 credits, and development of core fluencies in written composition, statistical comprehension, public presentation, and collaborative problem solving. Students would be required to have earned an associate's degree or at least 60 credits and have an IAP approved before being admitted to the BIS program.

Existing personnel, library and information resources, and funding at DSU are sufficient to offer the BIS degree. Furthermore, the only additional courses needed would be the core BIS seminar, lab, and portfolio courses. At a time when jobs increasingly require a minimum of a bachelor's degree, the BIS at DSU would benefit many individuals and the region.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Dixie State University and the Board of Regents. The USHE Chief Academic Officers, with input from appropriate faculty at their institutions, are supportive of DSU's request to offer a Bachelor of Individualized Studies. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Dixie State University to offer a Bachelor of Individualized Studies.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
Dixie State University
Bachelor of Individualized Studies**

Section I: The Request

Dixie State University (DSU) requests approval to offer a Bachelor of Individualized Studies (BIS) effective July 1, 2015. The institutional Board of Trustees approved the degree on November 21, 2014.

Section II: Program Description

Complete Program Description

The Bachelor of Individualized Studies will be a rigorous and versatile degree that produces adaptive, autonomous, and autodidactic graduates with core fluencies in written composition, statistical comprehension, public presentation, and collaborative problem solving. The program will serve students with the maturity and life experience to participate in the design of their own major, especially those underserved, nontraditional university populations such as returning, older students who may have a variety of college credits and work experiences but who would not be as well served by a baccalaureate in any single, standard academic discipline. The Bachelor of Individualized Studies will require each student to clearly define personal educational objectives and to design a detailed, individualized academic plan that will accomplish those objectives. The students will design their plans through a reflective process of self-driven but faculty-guided curriculum building, involving multiple academic disciplines and the Individualized Studies core.

In terms of the program core, students must simultaneously enroll in and successfully complete the IS 3800 Individualized Studies Seminar and IS 3805 Individualized Studies Seminar Advisement Lab prior to being admitted to the Individualized Studies baccalaureate program. During the IS 3800/3805 semester, students develop their Individualized Academic Plans (IAPs), including thematic Individualized Concentrations, which must include at least 42 credits (21 of which must be upper-division) from multiple disciplines. Each IAP must include coursework having learning outcomes that attest to (1) baccalaureate-level written composition skills, (2) basic competency in statistical comprehension, (3) capable public presentation, and (4) collaborative problem solving. These requirements will be met by combinations of upper-division writing-intensive and quantitative-intensive courses, depending on each student's particular past credits and planned coursework, but the four core competencies must be built into all IAPs (as itemized in Section VI: Program Curriculum). Being sure these core competencies are met within the frame of a realistic degree-completion program is an essential aspect of the IS 3805 advisement lab. Once completed and passed by Individualized Studies faculty, an academic advisor, and a disciplinary faculty mentor, each IAP will have to be submitted to the Individualized Studies Oversight Committee. Students whose plans demonstrate coherent and intentional combinations of courses and credits, along with viable Individualized Concentrations, will then be admitted to the BIS program. Any student who does not complete an approved IAP, while also passing IS 3800/IS 3805 with a C or better, will not be permitted to continue with the Individualized Studies curriculum.

Purpose of Degree

The Individualized Studies baccalaureate degree program will provide a rigorous but flexible curriculum designed to ideally benefit the needs of working-adult, nontraditional students with specific career goals that cannot be more appropriately met through a traditional major. Many adults in the Washington County, Utah, area have completed associate degrees, earned additional college credits, and/or have significant knowledge and skills earned through life and work experiences that could be applied toward requirements in a bachelor's degree with a sufficiently flexible, demanding curriculum.¹ Enabling those students to (1) return to higher education, (2) take full advantage of the opportunity to solidify their command of the most adaptive 21st-century fluencies (i.e., in written composition, statistical numeracy, public presentation, and collaborative problem solving), and (3) earn a bachelor's degree would provide a significant benefit to the students, their families, and their communities.

DSU's Integrated Studies degree program, which is also housed within the Department of Interdisciplinary Arts and Sciences, produces approximately four dozen baccalaureate graduates per year. The proposed DSU Individualized Studies degree would differ from the existing Integrated Studies degree as follows:

- First, Individualized Studies will be a degree program designed with particular regard to the needs of returning adult students who can articulate specific post-graduation goals for which only a curriculum with both appropriate rigor and maximum flexibility can prepare them.
- Second, the existing Integrated Studies degree is, in some ways, a more traditional major, with fixed disciplinary core-course requirements in two emphases only, each housed within a single, established DSU department.
- Third, students will not declare emphases in the Individualized Studies program, although they will create a curricular concentration within their IAPs. By contrast, the Integrated Studies emphases are highly structured and no IAPs are required.
- Fourth, all students in the Individualized Studies program will be required to meet standards of statistical comprehension, which is an optional outcome for Integrated Studies majors, depending on their choice of emphases.
- Finally, the core courses required in each program differ in terms of purpose and content. The overarching purpose of the Integrated Studies core courses is to help students establish mastery or competence in their two selected emphases and to then demonstrate their ability to integrate the content, theories, methodologies, and worldviews of those two disciplines in answering a particular question, solving a problem, or producing creative work of their own design. The overarching purpose in Individualized Studies, on the other hand, will be to practice self-reflexive planning for the purposes of acquiring knowledge and skills for specialized life-goals. Through the process of taking IS 3800/IS 3805, acquiring a disciplinary faculty mentor, building an IAP, and having that IAP approved by the IS Oversight Committee, Individualized Studies students will construct their own programs, rather than following a strict set of curricular requirements.

¹ Accessed from U.S. Census Bureau:

http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S1501andprodType=table and http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_5YR_DP02, October 15, 2012.

Institutional Readiness

Dixie State University has a variety of programs across campus offering courses that will contribute to this degree. Appropriately credentialed and qualified instructors will teach all courses pursuant to any IAP for a baccalaureate in Individualized Studies, and the University already has three experienced faculty members, one lecturer-advisor, and one full-time advisor in the established Department of Interdisciplinary Arts and Sciences, in which Individualized Studies will be housed, along with other existing and still-developing interdisciplinary programs such as Integrated Studies and Freshman Year Experience. Otherwise, as the courses for the Individualized Studies degree will be widely distributed across all content areas on campus, it is not expected there will be a significant impact on workload in any one area.

Individualized Studies Faculty

The chair of the Interdisciplinary Arts and Sciences department will provide direction and supervision of the baccalaureate in Individualized Studies program, under the additional direction of the Dean of Education. Although the Individualized Studies program will draw upon courses across the University, at least one full-time faculty member from the Department of Interdisciplinary Arts and Sciences will staff the three required courses and provide mentoring, while at least one full-time IAS academic advisor will participate in advising Individualized Studies and helping them with the particulars of their IAP. It is not anticipated that the program will require additional faculty or staff in the immediate future, but as enrollment growth demands additional personnel, the University will hire them. If enrollment in the Individualized Studies program is insufficient to utilize the full-time IAS faculty member's workload, s/he will teach Integrated Studies courses as needed. A cross-disciplinary Individualized Studies Oversight Committee comprised of faculty will be formed to review and approve each student's Individualized Academic Plan.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured			
Full-time Tenure-Stream, Doctoral Degree	2		2
With Master's Degrees			
Full-time Tenured			
Full-time Tenure-Stream			
Part-time Tenured			
Part-time Non-Tenured	1		1
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			

Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty			
Full-time Tenured			
Full-time Tenure-Stream	2		2
Part-time Tenured			
Part-time Non-Tenured	1		1
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	2.74		2.74

Staff

The IAS department staff will also serve the Individualized Studies program, and a .74 administrative assistant will work for the Department of IAS (including the Individualized Studies program) and the DSU Art department (located in the same building as the IAS department). That administrative assistant position is an existing one that will be reassigned as a result of some institutional restructuring. Therefore, no additional money will be needed to fund the position. It is not anticipated additional academic advisors or staff will be required for the inception of the Individualized Studies degree program, but when and if enrollment reaches the point where a need for additional faculty and staff becomes self-evident, additional position(s) will be funded as needed.

Library and Information Resources

Since this program largely draws upon existing courses, no new or additional library resources will be required. Because Individualized Studies' students may need specific resources to support work in areas not currently represented in the DSU curriculum, the Library's excellent Interlibrary Loan service will play an unusually large role for these students, comparable to the role it plays for thesis-producing students in DSU's existing interdisciplinary baccalaureate degree program of Integrated Studies.

Admission Requirements

To be officially admitted to the Individualized Studies program, a student will have to concurrently enroll in and successfully complete IS 3800/IS 3805. Successful completion of those tandem classes will require the creation of an Individualized Academic Plan (IAP), the successful acquisition of the signatory commitment and approval of an individual, disciplinary faculty mentor for the IAP, and the final approval of the IAP by the Individualized Studies Oversight Committee. Enrollment in IS 3800/IS 3805 is therefore, in and of itself, no guarantee of admission to the Individualized Studies degree program. Because the IS degree program is designed to encourage returning and older students with a variety of educational, life, and work experiences, the initial prerequisites of IS 3800/IS 3805 are deliberately broad. Nonetheless, enrollment in IS 3800/IS 3805 will be limited to students who have already achieved either an associate's degree or a minimum of 60 semester credits with a cumulative GPA of 2.0 or better. (Students who have already earned a bachelor's degree from a regionally-accredited institution may not enroll in the Bachelor of Individualized Studies program.)

Accordingly, the Individualized Studies Oversight Committee, each signatory disciplinary faculty mentor, and the Individualized Studies director and academic advisor within the IAS Department will provide oversight for all Individualized Academic Plans, and their unanimity of approval will be required for official matriculation into the IS degree program.

The Individualized Studies Oversight Committee will be comprised of faculty members from each of DSU's six academic schools and will also include the Individualized Studies program coordinator, who will act as chair. The Committee will be responsible for reviewing and approving the Individualized Academic Plan and Individualized Concentrations of each student. They will also participate in the evaluation of the capstone projects. The six academic schools at DSU are Business and Communication, Education, Visual and Performing Arts, Health Sciences, Humanities, and Science and Technology.

Students will create their IAPs within the structured, weekly-assignment framework of the IS 3800/IS 3805 course and lab (see Student Advisement section below). The disciplinary faculty mentors, who students will have to have established as mentors before the midpoint of the course, and the full Individualized Studies Oversight Committee will review the first drafts of proposed IAPs around the course's midpoint. They will provide suggestions for revisions, and then review the plans again at the end of the semester to issue final approval or denial of the students' IAPs.

Students, the IS faculty and academic advisor, the disciplinary faculty mentors, and the IS Oversight Committee will observe the following criteria to ensure that each IAP demonstrates curricular coherence, academic rigor, and disciplinary relevance. That is, each acceptable IAP will:

1. Set out a curriculum made up of courses forming a thematically coherent concentration (see Section VI: Program Curriculum) that meets learning outcomes that are aligned with the personal, post-graduate goals articulated within that plan;
2. Propose one core course from the DSU catalog offerings certified by the IS Program Curriculum (for itemized options, see Section VI below) that will provide a foundation for and a clear evaluation of written composition skills and one core course that will provide a foundation for and a clear evaluation of statistical comprehension;
3. Include at least 42 credits within the thematic concentration, 21 credits of which must be upper-division;
4. Not substitute for or duplicate any existing major at DSU;
5. Not propose to acquire disciplinary expertise no DSU faculty can provide;
6. Not petition for extra-institutional credit lacking relevance to the IAP's thematic concentration;
7. Not petition to include completed courses in the thematic concentration that do not link to the IS degree's programmatic learning and post-graduate outcomes as detailed in IS 3800/IS 3805.

Moreover, the Individualized Study degree program (including the IS faculty, advisors, disciplinary mentors, and the IS Oversight Committee) will safeguard the coherence, academic rigor, and disciplinary relevance of the students' Individualized Academic Plans by excluding applicants who:

- Have reached the end of their financial aid allowance without meeting the degree requirements for any department and wish to obtain a baccalaureate degree in fewer than two semesters using an accumulated course history that lacks curricular coherence;
- Wish to avoid completing especially challenging courses required in a particular degree while seeking the learning and professional outcomes targeted by that degree;

- Intend to create a course plan consisting of a diversity of courses that interest them yet do not demonstrate coherent relevance to any field of study, profession, or post-graduate goal;
- Cannot articulate, document, and self-evaluate the personal or professional goals that would be met through specific learning outcomes that could only be acquired through the Individualized Studies program curriculum.

While these above guidelines will exclude a large number of applicants interested only in expediently earning a baccalaureate degree, the guidelines also ensure that the program will attract its target market of nontraditional students with specific post-graduate goals that require flexible curricular models. Examples of individuals who may enroll in the Individualized Studies degree could include students:

- Interested in employment in the public health sector that will utilize knowledge from a core of courses spanning the biological sciences, social sciences, and, given the current digitization of health care information systems, the computer sciences;
- Seeking advancement through their employer in a small business setting in which the lack of employees requires the student to amass skills in a number of areas such as marketing and finance or graphic design, or from disciplines that benefit human resource departments such as communications and psychology;
- With domestic or family-related objectives (such as raising a special-needs or disabled child or enhancing quality of life for an aging parent) that may require specialized knowledge in a variety of disciplines, such as psychology, biology, communications, and education;
- Interested in community-based volunteer projects that may require knowledge in operations management, sociology, communications, and/or criminal justice;
- Pursuing employment and business opportunities in niche interdisciplinary careers such as eco-tourism, a relatively undeveloped industry in southwestern Utah's flourishing tourism economy, for which a student might pursue courses in some combination of environmental science, marketing, and recreational management;
- Interested in working in or developing a 501(c)(3) non-profit organization that provides social services, such as after-school programs for at-risk youth, for which professions students might draw upon coursework such areas as sociology, education, psychology, and business management.

Student Advisement

The Individualized Studies program will require uniquely intensive mentoring and advising, to be performed by the IS faculty and advisor in charge of IS 3800/IS 3805, in coordination with signatory disciplinary faculty mentors and the IS Oversight Committee.

IS students will be required to develop their individual and self-directed (i.e., autodidactic) learning capacities by designing, defending, and completing Individual Academic Plans that are much more complex in concept and execution than simply following a menu of standardized degree requirements with a few electives.

During the concurrent, tandem course of IS 3800/IS 3805, the assignments cumulatively build toward the final Individualized Academic Plan by requiring students to design, implement, evaluate, and modify their curriculum proposals repeatedly, until their professional and personal goals mesh with their own proposed learning outcomes and the general learning outcomes of the IS degree, including the four core fluencies

outlined previously, which will additionally link to the learning outcomes of the various other disciplinary courses they propose to take.

While, on the one hand, assignments in IS 3800 will engage students in a continuous process of self-assessment and plan-building, the IS 3805 Lab, on the other hand, will provide a scaffolding for student advisement. Students will work, through face-to-face individual meetings with a senior interdisciplinary advisor deeply familiar with the curricula of departments around DSU, to refine and render technically compliant their IAPs.

Additionally, an early lecture-assignment combination for IS 3800 will direct the appropriate reasons and means for soliciting a disciplinary faculty mentor, going over the rights and responsibilities of both student and mentor going forward, and gaining that faculty mentor's signature of commitment to work with the individual student toward completion of an IAP and the IS degree. After obtaining a signatory disciplinary faculty mentor, the student will work with that mentor through individual meetings at key points throughout the development and, following matriculation, completion of the student's IAP. This faculty member must have expertise in a field related to the individualized concentration of the student's IAP.

Justification for Graduation Standards and Number of Credits

In addition to fulfilling the requirements of IS 3800/IS 3805 and the Individualized Academic Plans *prior* to matriculation into the IS degree (see "Admission Requirements" above), Individualized Studies bachelor's degree candidates will be held to the institutional standards common to all DSU baccalaureate degrees:

- Completion of 120 college-level credits (1000 and above)
- 40 upper-division credits (3000 and above)
- 30 credits at DSU to obtain DSU institutional residency
- Completion of General Education requirements
- Completion of Institutional Requirements (American Institutions, English, and Mathematics)
- Cumulative GPA 2.0 or higher
- Minimum C grade in all degree program courses

Of the above DSU baccalaureate-degree credit requirements, a maximum of 25% of all credits (i.e., 30 total credits) may be in the form of extra-institutional credit.

External Review and Accreditation

No review external to DSU has been performed as part of this program proposal, but the program's authors have researched dozens of Individualized Studies programs across North America.

Like most interdisciplinary baccalaureate programs, which go by a variety of names and have institution-specific aims, Individualized Study programs vary widely and lack a standardized structure. Nonetheless, structural elements common to most IS degree programs (as well as to the Utah Board of Regents requirements for similar General Studies/University Studies programs) include:

- Admission requirements (by petition, individualized plan approval, or approved proposal);
- A focus on developing students' autodidactic and reflective learning skills;

- A particular focus on curricular coherence, given the individualized and partially self-directed nature of the degree plans;
- Curricular concentrations;
- Facilitation of each student's intellectual engagement with the most relevant academic content to that student's academic and post-graduate goals;
- Integration of content and learning experiences through intensive mentoring and reflective learning activities;
- Strong and institutionally distributed academic oversight, given that these programs draw content from across entire institutions;
- Graduation standards similar to or exceeding those of other baccalaureate programs at the institution.

DSU's proposed IS program includes all of these common elements, while adding the unique suite of core fluencies and the unusual prerequisite that successful completion of the core course facilitating the process of building students' IAPs, IS 3800, which will be taught only by dedicated, full-time, tenure-stream IS faculty, must precede any possibility of matriculation into the degree program.

No accreditation will be sought for this program other than DSU's institutional accreditation.

Program Enrollment and Graduates (Capped at 30/80 Max) with Projected Departmental Student FTE to Faculty Ratios up to Maximum Enrollment:

Data Category	Current – Prior to New Program Implementation	PROJ Year 1	PROJ Year 2	PROJ Year 3	PROJ Year 4	PROJ Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	10	20	30	30	30
Total # of Declared Majors in Proposed Program	X	40	50	70	80	80
IAS Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	2.74	2.74	2.74	2.74	2.74	2.74
Total Department Student FTE (Based on Fall Third Week)	41	45	47	49	49	49
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	1:14.47	1:13.47	1:14.07	1:14.67	1:14.67	1:14.67
Program accreditation-required ratio of	NA	NA	NA	NA	NA	NA

Student FTE/Faculty FTE, if applicable: (Provide ratio here: NA)						
--	--	--	--	--	--	--

Section III: Need

Program Need

Washington County, Utah, continues to lag behind the entire State of Utah and the nation in educational attainment. Even with the efforts to increase the higher education opportunities available for Washington County residents, there is a striking disparity in educational attainment for the population age 25 years and older, according to the 2011 American Community Survey and the 2010 Census Summary File 1.²

Educational Attainment	Washington County, Utah	State of Utah
Some college, no degree	31.2%	27.7%
Associate's degree	17.7%	9.2%
Subtotal	48.9%	36.9%
Bachelor's degree	17.7%	20.1%
Graduate or professional degree	8.5%	9.7%
Subtotal	26.2%	29.8%

The percentages of local residents who attended college and did not receive a degree or, perhaps more significantly for this proposal, who hold an associate's degree are substantially higher than for the State of Utah as a whole.

There are two relevant implications to these percentage contrasts with regard to this proposed DSU Individualized Studies degree program and the assessment of its potential need:

- First, the high percentage of local residents who attended college but did not graduate with a bachelor's degree means that significant portions of the population have not yet fulfilled their own educational goals.
- Second, the percentage of Washington County residents who hold an associate's degree is nearly double the percentage Utah State residents who hold an associate's degree. That high percentage reflects both the local desire for postsecondary education and the historical lack of access to nearby, baccalaureate-level degree opportunities. Every one of those holders of an associate's degree is, in principle, a candidate for enrollment in this proposed baccalaureate program in Individualized Studies.

Thus, on the opportunity side, in contrast to the State of Utah as a whole, the Washington County area has an unusually rich pool of adults with postsecondary degrees who might benefit from further academic opportunity, especially in an era of rapid technological change, diminishment of career opportunities for those workers without at least a baccalaureate-level of education, and the continual shifting of corporate and manufacturing centers based, in part, on the educational attainments of local workforces.

² Accessed from U.S. Census Bureau:
http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S1501andprodType=table and
http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_5YR_DP02, October 15, 2012.

As for the cost of *not* implementing baccalaureate programs such as the one proposed here, a failure to ameliorate this locally specific problem of unattained educational potential will likely mean that the next generation of Washington County residents, also, will not achieve widespread educational parity, neither with the State of Utah nor with the United States as a whole. One reason for this program's need is thus the danger of diminishing expectations. According to Davis-Kean (2005), for example, "Compared to parents with lower levels of education . . . more highly educated parents are more likely to explicitly define higher levels of education as desirable, encourage their children to do well in school, and have higher expectations for their children's academic achievement."³

Moreover, contrary to some perceptions about the age of Washington County residents, almost 42% of the county's 141,666 residents are between the ages of 25-64⁴, and that proportion of local residents in their career years swells to 41% of those individuals who have attended college or received an associate's degree but who have not earned a bachelor's degree. The following chart details this demographic need for additional baccalaureate opportunities among working-age adults in Washington County, using the most recent Census educational attainment data by age and gender.

Washington County, Utah Educational Attainment by Age and Gender ⁵				
Age	Educational Attainment	Males	Females	Total
25 – 34	Some college, no degree	3,911	2,172	6,083
	Associate's degree only	591	679	1,270
35 – 44	Some college, no degree	1,691	2,011	3,702
	Associate's degree only	513	1,132	1,645
45 – 64	Some college, no degree	4,262	4,639	8,901
	Associate's degree only	1,023	1,826	2,849
Totals		11,991	12,459	24,450

Therefore, if even 1% of those adults who have not returned to college in an existing baccalaureate program would be interested in an Individualized Studies degree, the proposed program would be well worthwhile.

Once again, the above claim for the proposed IS program's need has both a general, cost-benefit validity and validity as a claim for the social value of such a program, especially to the immediately surrounding community. According to Janice Hadfield (2003), colleges and universities have a "social responsibility to deliver education to all kinds of students,"⁶ including nontraditional students and adult learners.

Finally, data collected by the National Center for Education Statistics show that most open-access, postsecondary-education institutions need to improve their graduation rates, and DSU is no exception. The

³ Davis-Kean, P.E. The influence of parent education and family income on child achievement: the indirect role of parental expectations and the home environment. *Journal of Family Psychology* 19(2): 294-304. DOI: [10.1037/0893-3200.19.2.294](https://doi.org/10.1037/0893-3200.19.2.294)

⁴ Accessed from U.S. Census Bureau:

http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S1501andprodType=table, October 28, 2012.

⁵ Accessed from U.S. Census Bureau:

http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S1501andprodType=table, October 28, 2012.

⁶ Hadley, J. (2003). Recruiting and retaining adult students. *New Directions for Student Services* 102. DOI: 10.002.ss85 Accessed at <http://www.inpathways.net/Recruiting%20and%20Retaining%20Adult%20Students.pdf>, October 25, 2012.

overall rate of DSU students who entered in 2005 seeking a bachelor's degree who actually completed that degree by 2011 was 28%.⁷ Even allowing for a 42% "transfer-out" rate, at least 30% of those DSU students failed to attain the educational goal with which they started college, a bachelor's degree, neither at DSU nor anywhere else. Data compiled by Complete College America listed Utah's public college and university six-year average completion rate as 38.2% (for full-time students).⁸ Supplemented by more traditional students with 60 or more completed credits, who find that they desire to complete a more customized degree program that is tailored to their life and career goals in a way no existing program on campus can address, it is this large, local population of adult, returning students, who have earned considerable college credits or associates' degrees, but who have not yet received any baccalaureate degree, that forms the *raison d'être* of this Individualized Studies program proposal.

Labor Market Demand

The demand for employees with, at minimum, completed baccalaureate degrees has not only never been higher, despite the uptick in job opportunities across the boards since the easing of the 2008 recession, it has changed its nature dramatically in the past few decades.

Demographically, women work in equal or greater numbers than men. The glass ceiling, finally cracking, continues to be lowest for those women without higher education, and, as the statistics in the previous section amply illustrate, both the State of Utah generally and the County of Washington in particular have sizeable underserved populations of adult women earners and learners.

In terms of post-baccalaureate skill sets, with the exception of the most certification-stringent vocations, such as nursing, accounting, pharmacy, or dental hygiene, employers have become less and less interested in the more narrowly defined capacities that vocational degree programs offer, while becoming more and more demanding of employee flexibility and autodidactic skills in the face of swiftly changing markets. On the other hand, and however unfairly, employers remain skeptical of broad liberal arts categories. One peculiar result is that, for the foreseeable future, a relatively traditional degree in Business or Psychology from a regional university such as DSU might meet with the same unwarranted employer skepticism as a degree in English, Philosophy, or Fine Arts. In any case, no degree, whether liberal or vocational, traditional or novel, can hope to offer its possessors a legitimate claim to both flexibility and autodidactic resilience without a curriculum emphasizing core fluencies in written composition, statistical comprehension, public presentation, and collaborative problem solving. By writing these core fluencies into its basic curriculum, the DSU baccalaureate program in Individualized Studies would address early-to-mid 21st-century labor market demand at the most fundamental level^{9 10}.

⁷ Dixie State University. (2012). College Navigator. National Center for Education Statistics. Accessed at <http://nces.ed.gov/collegenavigator/?id=230171#fedloans>, November 15, 2012.

⁸ Utah. (2011). Complete College America. Accessed at <http://www.completecollege.org/docs/Utah.pdf>, on November 16, 2012.

⁹ García, Stephanie Parra. (2011). Preserving the Public Good: Presenting an Organizational Model for the Changing Future of Higher Education. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Charlotte, NC, Nov 18, 2011).

¹⁰ Lyall, Katharine. (2011). Seeking Sustainable Public Universities: The Legacy of the Great Recession. *Research & Occasional Paper Series: CSHE. 10.11*. Center for Studies in Higher Education.

Beyond the four core fluencies to be emphasized by the program, which will allow graduates a considerable long-term career latitude, the degree of flexibility within the program's emphasis on Individualized Academic Plans, structured by close and well-defined mentoring, advising, and oversight, will allow matriculated students to focus on their own, personal life and career goals in a way few, if any, other baccalaureate programs can allow.

Student Demand

Although, within the Department of Interdisciplinary Arts and Sciences, the existing, senior thesis-driven baccalaureate program in Integrated Studies (INTS) is well-established, popular, and with several hundreds of declared majors and over a hundred 2012-13 graduates (40% of whom ended up attending post-graduate education) to its credit, the fact remains that because the Integrated Studies program at DSU has a rigid structure, requiring students to complete two, traditional-content emphases in distinct disciplines, as well as a four-to-five semester core interdisciplinary program that includes a two-to-three semester thesis project that integrates those two emphases according to exact parameters, many matriculated DSU students have considerable accumulated credit hours and an interest in an interdisciplinary major but cannot apply to the Integrated Studies degree program in any hope of graduating while time or financial aid permits. To be exact, a degree in Integrated Studies requires the completion of two fixed disciplinary emphases (21-32 credits each) and four or five, 3-credit core classes, including 6-9 credits for the integrated senior thesis research and project.

Integrated Studies is an interdisciplinary degree program, but an inherently integrative, thesis-oriented, and relatively more traditional interdisciplinary program¹¹, whereas Individualized Studies will be both interdisciplinary and multidisciplinary, without the requirement of a senior thesis and, in its place, an emphasis on the four core fluencies detailed above, along with the development and oversight of each student's multidisciplinary, bespoke Individual Academic Plan.

Students who wish to maximize their previous life and educational experiences, who desire an education tailored to their individual career goals and personal interests, who want to undertake studies in a broader set of disciplines than is feasible given the 54-75 credits required to complete the paired Integrated Studies emphases and the Integrated Studies core courses, and who want either to include subject areas not currently available in the form of a DSU Integrated Studies emphasis or to have more flexibility in what they study than the Integrated Studies degree structure allows, will be better served by the Individualized Studies program.

Lastly, students who have earned credits in a major not currently offered at DSU are severely hampered in their efforts to complete a baccalaureate education, especially if they live nearby. Students thus

¹¹ Indeed, many institutions use the terms "interdisciplinary" or "integrated" for essentially identical programs, including the University of Miami-Ohio, which only recently changed the name of its nationally published newsletter and organization from "Integrated Studies" to "Interdisciplinary Studies," without any concomitant change in any of its program structures. Interestingly, U Miami-Ohio also offers, in addition to its thesis-driven baccalaureate in Interdisciplinary Studies, a separate, non-thesis baccalaureate program in Individualized Studies. The latter, like the DSU program of Individualized Studies proposed here, puts its emphasis on IAPs, in place of the thesis-driven approach of the baccalaureate in Interdisciplinary Studies (formerly, "Integrated Studies"). Closer to home, Utah Valley U also has a long-established, thesis-driven baccalaureate in Integrated Studies but has recently proposed a new, non-thesis, multidisciplinary program in University Studies. That latter program differs in key respects from the Individualized Studies program proposed for DSU here, in no small part because UVU's University Studies program would be philosophically somewhat different, aim to address a different local market need, and likely be housed at UVU in a completely different School from UVU's Integrated Studies program, housed in the College of Humanities and Social Sciences. Nonetheless, the programs would be comparable in being multidisciplinary and in targeting a demographic of returning adult students.

disadvantaged could, insofar as personal and career goals allow, utilize previously earned coursework in constructing their Individualized Academic Plans.

Similar Programs

There is no standardization in the naming conventions of individualized and interdisciplinary baccalaureate programs at either public or private institutions throughout North America. Individualized Studies baccalaureate programs are offered at numerous colleges and universities across the country. These IS degree granting institutions scale in size from large and research-oriented public universities to regional, comprehensive universities similar to DSU, on down to small, traditional liberal arts colleges. The programs vary substantially in their design, from exceptionally flexible to relatively highly structured, although few if any are as fixedly structured as the typical, traditional baccalaureate major, and none are as fixed in structure as are vocational degree programs that target rigid certification requirements. Some "University," "General," or "College" Studies programs look much like the proposed DSU Individualized Studies program, while other similarly named programs function almost like DSU's existing Integrated Studies program or are designed more as a-la-carte interdisciplinary majors requiring multiple emphases of 15-18 credits apiece.

The following institutions offer programs varyingly similar to the proposed DSU Individualized Studies degree:

Institution	Degree(s)	Structure
USHE Programs		
Dixie State University	BA/BS Integrated Studies	12 credit core plus two structured emphases (21-32 credits each)
Southern Utah University	BA/BS General Studies	45-credit individualized major, 21 of which must be upper-division, from multiple disciplines, includes 6 credit core
Southern Utah University	BA/BS Interdisciplinary Studies	Track 1 – Integrated Studies: 9 credit core, 21 credits in each of 2 disciplines Track 2 – Thematic Studies: 9 credit core, 42 credits from multiple disciplines
University of Utah	Bachelor of University Studies (BUS)	Thematic individualized interdisciplinary program, 44-credits in the major-emphasis area (16 must be 4000 and above); 56 total upper-division credits required
Utah State University	BA/BS General Studies	30-credit identifiable emphasis within one academic college
Utah State University	BA/BS Interdisciplinary Studies	45 credit individualized thematic program of study in two or more disciplines (21 credits must be upper-division)
Utah Valley University	BA/BS University Studies	40-credit thematic plan of study plus capstone project or internship
Weber State University	Bachelor of Integrated Studies (BIS)	Individually designed, 18 credit hours in each of three emphasis areas, no core
Non-USHE Programs in Utah and Bordering States		
Arizona State University	Bachelor of General Studies (BGS)	Students complete three classes in each of four clusters, some focus on one discipline, some are

		interdisciplinary, 21 credits in the clusters must be upper-division
Boise State University	Bachelor of General Studies (BGS)	37 upper-division credits in an individualized degree plan in three thematic areas; 5 credit core
Brigham Young University	Bachelor of General Studies (BGS)	30 credit structured thematic emphasis (7 available) plus 1-credit introductory and 2-credit capstone courses
Colorado Mesa University	BA in Liberal Arts	Individualized interdisciplinary program, 15-24 credit core, 33-42 credits in 2-3 disciplines
Metropolitan State College of Denver	BA/BS Individualized Degree Program	40 credits in major, including 21 upper-division, minimum 20-credit minor is required
University of Arizona	Bachelor of General Studies (BGS)	36-credit theme-based focus cluster, 3 theme-based clusters of 9-credits each (preset themes but freedom to select classes to fulfill the topic)
University of Colorado	BA/BS Distributed Studies	Individually structured program
University of Idaho	Bachelor of General Studies (BGS)	No restrictions or requirements on courses other than basic baccalaureate graduation requirements
University of Nevada, Reno	Bachelor of General Studies (BGS)	30-credit individualized thematic cluster (18 must be upper-division) from three departments in no more than two colleges
Sampling of Non-USHE Individualized Studies Programs across North America		
Buffalo State University	Bachelor of Individualized Studies	36 IS upper-division credits, two-to-four academic fields other than IS, max 6 courses per discipline
George Mason University	Bachelor of Individualized Studies	12 IS core credits, 24-36 upper-division individualized concentration credits, 3 credits statistics, 9 credits natural sciences, 3 credits IT, 9 credits social sciences, 9 credits humanities, 6 credits composition
Goddard College	Individualized Bachelor of Arts	Low-residency program, 36 IS credits, 18 upper-division, max 75 approved transfer and/or experiential learning credits
New York University (Gallatin School)	School of Individualized Studies (Undergraduate)	Highly diverse combination of: first-year program, interdisciplinary seminars, writing program, arts program, colloquium, experiential learning, student-directed learning, and senior project
New Mexico State University	BA/BS Individualized Studies	128 total credits, max 30 in business, min 48 upper-division credits, IS program of study
University of Miami-Ohio	BA/BS Individualized Studies	9 credits "mid-level 3-course cluster" in IS, min 24 upper-division concentration credits total, multidisciplinary capstone project

These tables make evident that no two of these interdisciplinary baccalaureate programs are exactly the same in name and requirements. However, the proposed DSU Individualized Studies program will incorporate several of the most common elements of these programs: a flexible, self-directed program; credit for previous academic work in relevant disciplines; a heavy emphasis on tailored advisement plus faculty mentoring; an institutional Oversight Committee; and an Individualized Academic Plan.

Finally, with regards to USHE goals, as the USHE works towards achieving the Utah Governor's goal of 66% of Utah's adult population having earned a postsecondary degree or certificate by 2020, the addition of the Individualized Studies program at Dixie State University will provide greater access for the targeted population in our area.

Collaboration with and Impact on Other USHE Institutions

As mentioned above, a variety of Bachelor of Individualized Studies / University Studies / General Studies and similar programs and proposed programs at other USHE institutions and non-USHE (neighboring and national) institutions were carefully reviewed. Because this degree is oriented toward a limited number of former and current DSU students and Washington County residents who have specific professional and personal goals that are not being efficiently met by existing programs, no impact on other USHE institutions is anticipated. It is worth pointing out that the program, as proposed, would, in particular, be distinct from SUU's General Studies program, the nearest of the similar USHE and non-USHE programs, in placing a greater stress on the mentoring, advising, and oversight of an Individualized Academic Plan, as well as on returning adults with associate degrees in hand. It will also distinguish itself from that program in being housed, side-by-side with DSU's thesis-driven baccalaureate program in Integrated Studies, in a separate Department of Interdisciplinary Arts and Sciences exclusively dedicated to interdisciplinary programs at DSU.

Benefits

According to Complete College America, Utah students accumulate an average of 146-147 credits and 6.7-7.8 years to earn a four-year, 120-credit bachelor's degree.¹² Giving both current and returning students, particularly students in the working years of ages 25-64, the opportunity to maximize the real value of the credits that they have already earned within an Individualized Studies baccalaureate program through the medium of well-targeted IS 3800/IS 3805 preliminary coursework toward an Individualized Academic Plan would, as a start, both lower the number of credits these students have to take to fulfill bachelor's degree requirements while enabling them to make their bachelor's degrees more personally and professionally meaningful.

In addition, an increase in the DSU graduation rate, however slight at first, is to be expected as a result of this program's implementation, while the opportunity to provide meaningful, personalized educational experiences to the surrounding communities is at the heart of DSU's institutional mission.

Finally, the increased level of Washington County baccalaureate attainment (and beyond) made more likely through the development of this Individualized Studies degree will contribute to USHE's aforementioned HigherEdUtah 2020 "big goal" of 66% of Utahns age 25-64, female and male alike, having earned a postsecondary degree. Corresponding goals of this initiative will also be helped: increasing employment versatility and capacity by expanding technological capabilities, "increasing the number who persist and complete their education once they enter college," "expand[ing] the ability of colleges and universities to provide quality opportunities for more students," and "transform[ing] the way higher education meets the

¹² Utah. (2011). Complete College America. Accessed at <http://www.completecollege.org/docs/Utah.pdf>, on November 16, 2012.

needs of the 21st-century students through effective and efficient use of technology, while sustaining academic quality.”¹³

Consistency with Institutional Mission

The proposed baccalaureate program in Individualized Studies will be easily and entirely consistent with DSU’s mission as “a teaching institution that strives to enrich its community and the lives of its students by promoting a culture of learning, values, and community.”

Section IV: Program and Student Assessment

Program Assessment

The goal of the Individualized Studies program is to assist independently minded, self-directed students seeking baccalaureate degree completion to meet their educational, personal, and professional objectives, while also establishing and mentoring four core fluencies in written composition, statistical comprehension, public presentation, and collaborative problem solving.

Assessment strategies that have been identified and incorporated into the program assessment procedure to ensure that the program meets these goals include the following five essential sub-goals:

Program Curriculum Outcomes	Individualized Curriculum Outcome
1. Written Communication Fluency	5. Specialized Knowledge Relevant to Personal and Professional Goals (IAPs)
2. Statistical Comprehension at a Level Consistent with Interpreting Major News Media Reports and Corporate Data	
3. Comfort with Public Presentation of Work to Peers and Supervisors in Visual and Oral Media	
4. Comfort with and Competency at Collaborative Problem Solving with Peers and Supervisors	

A second assessment strategy ensures that the program learning outcomes clearly intersect with the DSU Mission Statement’s Core Themes. Outlined below is a grid that illustrates how each of the above five program learning outcomes in its turn addresses each of those core DSU themes: “A Culture of Learning,” “A Culture of Values,” and “A Culture of Community.” As shown on the grid, each one of the four, more general program learning outcomes addresses at least one of the objectives for a given theme. (Specialized Knowledge, the fifth IS program learning outcome, will be unique to each student’s IAP, but, we believe merits mention here as fulfilling *all* of DSU’s mission values by providing a potential wealth of well-educated, employable, flexible and, above all, diverse adults of working age.)

¹³ Utah System of Higher Education. (2010). *HigherEdUtah 2020: 2010 Executive summary*. Accessed at http://www.higheredutah.org/wp-content/uploads/2009/11/ExecutiveSummary_HigherEdUtah2020_2010Report.pdf , November 1, 2012.

Program Learning Outcomes	DSU Core Themes and Objectives	Learning				Values			Community		
		CT1.1	CT1.2	CT1.3	CT1.4	CT2.1	CT2.2	CT2.3	CT3.1	CT3.2	CT3.3
	PLO 1: Written Communication		X	X	X					X	
	PLO 2: Statistical Comprehension		X	X	X					X	
	PLO 3: Public Presentation		X	X	X				X	X	X
	PLO 4: Collaborative Problem Solving		X	X	X	X	X	X	X	X	X

The third assessment strategy assesses each programmatic learning outcome within a five-year cycle. The five-year cycle enables program and student learning assessment information to be incorporated into cyclical program reviews as set out by the Regents' R411 requirements.

Assessment Cycle					
IS Degree Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5
Written Communication	X				X
Statistical Comprehension		X		X	
Public Presentation			X		
Collaborative Problem Solving		X		X	
Specialized Knowledge (IAPs)	X		X		X

The Individualized Studies faculty will assess the program learning outcomes using direct and indirect measures of student achievement (a detailed explanation of this assessment process is found in the following section).

Expected Standards of Performance

At the time of graduation, students in the Individualized Studies program will have achieved the following five principal competencies, including the four core fluencies general to the program, and the competency specific to creating and completing their Individualized Academic Plans, including whatever specialized knowledge that the IAP will entail for the given student. (N.b., where a core fluency is assessed from coursework not offered by IS faculty, both syllabi and signature assignments will be solicited from the relevant DSU faculty members):

Program Curriculum Outcomes

1. Fluency of Written Communication:
 - a. Writes in well-structured paragraphs with complete sentences and clear topics.
 - b. Uses stylistic conventions appropriate to the given discipline or profession.
 - c. Proofreads diligently for typographical and/or grammatical errors.
 - d. Presents ideas clearly and logically, avoiding redundancy and obfuscation.
 - e. Uses and cites any borrowed, quoted, or relevant source materials accurately.
2. Fluency of Statistical Comprehension:
 - a. Knows, recognizes, and can define basic concepts such as "significance."
 - b. Can correctly read and interpret standard graphic representations of data.

- c. Can articulate core probabilistic concepts, as found, e.g., in campaign forecasts.
- d. Will check data sources for their methods of collection, regardless of discipline.
- e. Can articulate criticism of gross abuses of statistical, probabilistic language.

3. Fluency of Public Presentation

- a. Has successfully presented at least two research-based projects before peers.
- b. Can work, comfortably, with at least one, major visual presentation software.
- c. Can demonstrably present information accurately and clearly to an audience.
- d. Demonstrates capacity to use best citation methods within oral presentations.
- e. Demonstrates good clock management during an oral presentation.
- f. Can demonstrably handle Q&A in a forthright, respectful manner.

4. Fluency of Collaborative Problem Solving

- a. Has worked in at least three, problem-based collaborative peer groups.
- b. Can demonstrate respectful strategies for dealing with lagging colleagues.
- c. Can demonstrate respectful strategies for dealing with supervisory demands.
- d. Can articulate and give pros-and-cons of three or more collaborative strategies.
- e. Has demonstrated constructive, collaborative help on more than one peer's IAP.
- f. Can articulate a personal, evidence-based theory of best collaborative practices.

5. Competency of Specialized Knowledge (IAP)

- a. Has created IAP design that drew favorable response from IS faculty.
- b. Has created IAP content that drew favorable response from disciplinary mentor.
- c. Has created IAP design and content viewed favorably by Oversight Committee.
- d. Followed through on all aspects of IAP following approval.
- e. Received grades of 2.5 or better on all IAP core-concentration courses.

Outcome Assessment Procedure

The Individualized Studies faculty will assess programmatic learning outcomes using direct and indirect measures of student achievement.

Direct Measures

Direct measures will be assessed over five year cycles (see "Assessment Cycle" grid above) using samples of student work, such as Individualized Academic Plans, capstone projects, internship evaluations, and narrative self-assessments that students create after meetings with their Individualized Studies academic advisor and disciplinary faculty mentor.

Direct measures will be assessed for each program learning outcome and conclusions will be drawn to determine strengths, weaknesses, and curriculum areas in need of modification. Benchmarks will be set for improvement in modified areas in order to measure effective program development.

Indirect Measures

The Individualized Studies program will also use indirect measures to assess our success in meeting our learning outcomes. Indirect measures that will be used:

1. Alumni surveys will be issued in order to track rates of job placement in the professional areas targeted by the student's in their IAPs. Alumni surveys will also gather reflective evaluations of the Individualized Studies learning experience.
2. Student surveys will be issued at the beginning and end of Individualized Studies courses to ascertain the extent to which students self-assess the current state of their competencies in the four core fluencies.
3. Analysis of retention and time-to-graduation of program graduates will be conducted in order to determine success in terms of exposure to the curriculum and program completion.

The Individualized Studies program will utilize rubrics to measure each of the stated outcomes. Rubrics used to measure General Curriculum Outcomes will quantify breakdowns generated in-house by the DSU Department of IAS and will be consistent with relevant rubrics outlined by the Association of American Colleges and Universities. Rubrics for Specialized Knowledge (IAPs) will be developed in coordination with the IS Oversight Committee and faculty members from outside departments.

Section V: Finance

Budget

5-Year Budget Projection						
IAS Departmental Data (for all programs within the department)	Current Budget—Prior to New Program	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel Expense						
Salaries and Wages	\$205,000	\$205,000	\$205,000	\$205,000	\$205,000	\$205,000
Benefits	\$73,500	\$73,500	\$73,500	\$73,500	\$73,500	\$73,500
Total Personnel Expense	\$278,500	\$278,500	\$278,500	\$278,500	\$278,500	\$278,500
Non-personnel Expense						
Travel	\$1,500	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Capital	\$5,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Library	-0-	-0-	-0-	-0-	-0-	-0-
Current Expense	\$10,000	\$11,000	\$11,000	\$11,000	\$11,000	\$11,000
Total Non-personnel Expense	\$16,500	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Total Expense (Personnel + Current)	\$295,000	\$298,500	\$298,500	\$298,500	\$298,500	\$298,500
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5
Appropriated Fund	\$295,000	\$ 279,189	\$275,719	\$272,249	\$272,249	\$272,249

Other: Tuition to Program	\$0	\$ 19,311	\$ 22,781	\$26,251	\$26,251	\$ 26,251
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition						
Total Revenue	\$295,00	\$298,500	\$298,500	\$298,500	\$298,500	\$298,500
Difference						
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	\$85.68	\$85.68	\$85.68	\$85.68	\$85.68	\$85.68

**This budget includes the hire of a full-time tenure-track faculty member for year one at an average individual faculty salary of \$45,000, plus benefits.*

Funding Sources

The funding for the proposed degrees will come from institutional funds, state allocations, and new tuition revenue. External funding sources will be vigorously pursued as conditions allow.

Reallocation

No current reallocation of program funds is planned.

Impact on Existing Budgets

Beyond the need for signatory disciplinary faculty mentors, there is no anticipation of other programs being significantly impacted by this new program.

Those disciplinary faculty mentors who sign a commitment to mentor a particular student's production of a valid IAP for matriculation into the IS degree program will be paid stipends equivalent to 0.1 of a 3-credit course stipend, on the premise that each IS 3800 student mentored is workload equivalent to teaching one student in a writing-intensive 10-student seminar.

Students in the Individualized Studies program will be taking courses in other content areas, but it is expected that the students will naturally distribute themselves across multiple departments, thereby avoiding an increase in burden for any one professor or content area. (It is hoped and anticipated that, for some disciplinarily important content areas, the addition of IS students will actually help to fill sections, helping to keep that content offered on a more regular basis, benefitting all students in those areas.)

Beyond the stipends for signatory faculty mentors, it is anticipated no necessary funding for additional faculty or for resources in any other department or program extant on campus.

Section VI: Program Curriculum

Course Prefix and Number	Title	Credit Hours
General Education / Institutional Requirements		
DSU General Education Requirements		31-35
Required IS Core Courses - Complete All		
IS 3800	Individualized Studies Seminar	3
IS 3805	Individualized Studies Lab	1
IS 4700	Individualized Studies Portfolio	3
	Sub Total	7
Individualized Concentration Courses – Complete 42 credits (21 Credits must be upper-division)		
Statistical Comprehension - Complete One (1) Course		
MATH 1040	Introduction to Statistics	3
STAT 2040	Business Statistics	4
SOC 3112	Social Statistics	3
Written Composition – Complete One (1) Course		
PSY 2000	Writing in Psychology: APA Style	3
ENGL 3030	Advanced College Writing	3
ENGL 3130	Grant and Proposal Writing	3
ENGL 3010	Writing in the Professions	3
Thematic Concentration – Complete 35 to 36 Credits		
Concentration Courses (lower-division)		14-21
Concentration Courses (upper-division)		15-21
	Sub Total	42
Elective Credit		
College-Level Course(s) (numbered ≥1000)		36-40
	Sub Total	36-40
	Total Number of Credits	*120

*Must complete a minimum of 120 credits, with a minimum of 40 in upper-division courses

a – Only courses graded "P" or "C-" or higher may be used toward the Individualized Concentration, which must be approved by the Individualized Studies Oversight Committee. Maximum 12 credits Pass/Fail graded courses may be applied to Individualized Concentration.

New Courses to Be Added in the Next Five Years

All courses listed above have been approved for inclusion in the DSU General Catalog. No new courses are anticipated.

Program Schedule

Since this program is oriented toward students who have already earned an associate's degree or an equivalent number of credits (60+), the sample schedule reflects a returning adult student who has already fulfilled all or most General Education requirements and earned a number of credits that can be applied toward elective requirements as well.

Semester 1		Semester 2	
Course	Credits	Course	Credits
IS 3800 Individualized Studies Seminar	3	Concentration Course (upper-division)	3
IS 3805 Individualized Studies Lab	1	Concentration Course (upper-division)	3
Concentration Course (lower-division)	3	Concentration Course (upper-division)	3
Concentration Course (lower-division)	3	Concentration Course (upper-division)	3
Total	13	Total	12
Semester 3		Semester 4	
Course	Credits	Course	Credits
Concentration Course (upper-division)	3	IS 4890R Internship	6
Concentration Course (upper-division)	3	Concentration Course (upper-division)	3
Concentration Course (upper-division)	3	IS 4100 Independent Study	3
Concentration Course (upper-division)	3	IS 4700 Individualized Studies Portfolio	3
Total	12	Total	15

Example: Case Study and Hypothetical IAP

"Fred" is a 41 year-old commercial real estate broker who, after receiving an Associate of Science degree from Dixie State College in 2004, has recently enrolled in higher education to complete his baccalaureate degree. Personal and professional motivations underlie his return to the Dixie State campus. Personally, he hopes to become one of the first members of his family to earn an undergraduate degree and to inspire his children, now nearing college age, to pursue studies beyond high school. Professionally, Fred owns a real estate brokerage company in St. George and wishes to take courses that will provide him with knowledge and skills that will directly benefit his business. He is particularly interested in learning team-building and leadership strategies in order to become a more effective manager to the agents who work in his firm.

Additionally, he wishes to attain computer design skills and knowledge of the ways in which technology can enhance the company's marketing approach. He would also like to build capacity in general accounting to gain a better understanding of his accountant's operations, and he knows that needs to improve his professional writing skills if he wants to create his own listings and write the copy for the company's website himself.

Fred has explored various majors available at Dixie State University and has not found a traditional degree within which he could both obtain the range of skills he seeks and set himself on a path towards bachelor's degree completion. He notices that the Individualized Studies program, however, could offer him the opportunity to pursue the skills he wants while efficiently moving toward a bachelor's degree, so he enrolls in the gateway course entitled Individualized Studies Seminar and Lab (IS 3800/3805). In this course he adheres to a strict week-by-week succession of assignments that require him to first identify his reasons for enrolling in the IS program, then outline his post-graduation goals and locate a faculty mentor in a department *other* than the Department of Interdisciplinary Arts and Sciences who will agree to provide oversight and course suggestions for his Individualized Academic Plan (IAP).

In addition to working with this outside faculty mentor and the IS instructor of 3800, Fred will be working closely with the full-time Integrated Studies academic advisor through the Individualized Studies Lab (IS 3805) to construct a coherent curriculum that meets his professional goals while following the strict criteria through which the IS Committee evaluates the merit of each IAP. These evaluations will occur twice: first, in the third week of the semester, giving Fred an opportunity to drop the course if he finds the degree requirements do not suit his needs or abilities. Evaluations will then take place again in the final month of the semester, when the IS Committee will make a decision to reject or accept Fred's IAP as appropriately coherent and rigorous.

Under the advisement of the three mentors described above (outside faculty mentor, IAS faculty mentor, and IAS academic advisor), Fred includes courses in his IAP that ideally meet his academic needs. While the courses will be housed in separate departments, together they will provide Fred with training in an interconnected set of competencies vital to many small business owners.

The following courses, for example, triangulate team building and leadership skills from a cross-disciplinary perspective: COMM 1270, 2010, 2120, 3330, 3350, 4050; MGMT 4300, 3510; SOC 1010; HUM 3030. With regard to improving computer skills and knowledge of the ways in which technology can enhance his company's marketing potential, Fred decides that he will take the following courses: CIS 2010; VT 2500, 2600, IT 3500, 3550; CIS 2480; MKTG 3010, 3450, 4100. To build general accounting skills, in order to have a better understanding of his accountant's operations, Fred will take the following courses: ACCT 2010, 2020, 3010. Finally, to improve his professional writing skills he will take ENGL 3030 and 3010. Below you will find an example of the course schedule for Fred's IAP, elucidating how his individualized choices of courses will interlock with the core requirements for the IS degree.

Course Prefix and Number	Title	Credit Hours
General Education / Institutional Requirements		
DSU General Education Requirements		35
Required IS Core Courses - Complete All		
IS 3800	Individualized Studies Seminar	3
IS 3805	Individualized Studies Lab	1

Course Prefix and Number	Title	Credit Hours
IS 4700	Individualized Studies Portfolio	3
	Sub Total	7
Individualized Concentration Courses – Complete 42 credits (21 Credits must be upper-division)		
Statistical Comprehension - Complete One (1) Course		
MATH 1040	Introduction to Statistics	3
Written Composition – Complete One (1) Course		
ENGL 3030	Advanced College Writing	3
Thematic Concentration – Complete 35 to 36 Credits		
<i>Concentration Courses (lower-division)</i>		
ACCT 2020	Managerial Accounting	3
CIS 2010	Business Computer Proficiency	3
COMM 2010	Interpersonal Communication	3
COMM 1270	Argumentation and Critical Thinking	3
VT 2500	Computer Illustration	3
VT 2600	Creative Imaging	3
<i>Concentration Courses (upper-division)</i>		
MKTG 3010	Marketing Principles	3
MKTG 3450	Consumer Behavior	3
COMM 3330	Negotiations & Bargaining	3
COMM 4050	Leadership High Performance Teams	3
IT 3500	Electronic Commerce	3
MGMT 4300	Human Resource Management	3
	Sub Total	42
Elective Credit College-Level Course(s) (numbered ≥1000) - 36-40		
ACCT 2010	Financial Accounting	3
ACCT 3010	Intermediate Accounting I	3
MGMT 2050	Business Law	3
MKTG 4100	Marketing Research	3
MGMT 3510	Business Professional Ethics	2
CIS 2480	Business Presentation Graphics	2
HUM 3030	Multicultural Studies	2
COMM 3350	Interviewing	3
IT 3550	Internet & ECommerce Marketing	3
ENGL 3010	Writing in the Professions	3
COMM 2120	Small Group Communication	3
STAT 2040	Business Statistics	4
SOC 1010	Intro to Sociology	3
	Sub Total	37
	Total Number of Credits	*121

*Must complete a minimum of 120 credits, with a minimum of 40 in upper-division courses

Section VII: Faculty

All DSU faculty may contribute support to this proposed program, as students can take classes across the curriculum to create their Individualized Studies Individual Concentrations. In addition, the Department of Interdisciplinary Arts and Sciences specifically hired Dr. Matthew Morin in order to coordinate the proposed Individualized Studies baccalaureate program and teach the required core courses. Dr. Morin has a Ph.D. in Ethnomusicology and extensive experience with multi-disciplinary/interdisciplinary instruction and learning. In addition, he has lived in numerous international locations on three continents, experiences that have provided him a global understanding of what students need to succeed as citizens of the world.

Finally, DSU will create an Individualized Studies Oversight Committee comprised of faculty members from each of the six academic schools, which committee will also include the Individualized Studies program coordinator as chair. Going forward, the Dean of each School will recommend a representative from their faculty at appropriate intervals, e.g., when faculty members retire or their two-year terms expire. The IS Oversight Committee will be responsible for reviewing and approving the IAPs (thereby also the Individualized Concentrations) of each student. They will also participate in the evaluation of the capstone projects. The six academic schools from which the committee members come are:

- School of Business and Communication
- School of Education
- School of Visual and Performing Arts
- School of Health Sciences
- School of Humanities
- School of Science and Technology

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Science Degrees in: 1) Animation and Game Development; 2) Digital Audio; 3) Digital Cinema; and 4) Web Design and Development with Emphases in Web and App Development, and Interaction and Design

Issue

Utah Valley University (UVU) requests approval to offer four new Bachelor of Science degrees in: 1) Animation and Game Development; 2) Digital Audio; 3) Digital Cinema; and 4) Web Design and Development with Emphases in Web and App Development, and Interaction and Design. Proposed effective date for these programs is Fall Semester, 2015. The programs were approved by the UVU Board of Trustees on December 4, 2014.

Background

The institution has offered similar programs as areas of emphasis within UVU's digital media degree. Under a separate proposal, UVU has submitted a request to discontinue the Bachelor of Science in Digital Media with its areas of emphasis in anticipation of these new degrees being approved.

Utah Valley University has experienced strong student and labor market demand for the existing Digital Media degree. This demand shows promise of continuing well into the foreseeable future. The institution has developed these programs through the assistance of grant funding and have developed faculty, staff, equipment, and student enrollment to the point that the programs justify full degree status. Funding to support the programs will be made available from Acute Equity funds appropriated by the legislature during the 2014 legislative session. These programs add capacity to Utah's effort to increase the number of graduates to benefit technology-based businesses in Utah County and other areas of the state.

Policy Issues

The proposed programs have been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposals and have provided input. There are no additional policy issues that need to be addressed relative to approval of the programs.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve Utah Valley University's request to offer four new Bachelor of Science degrees in: 1) Animation and Game Development; 2) Digital Audio; 3) Digital Cinema; and 4) Web Design and Development with Emphases in Web and App Development, and Interaction and Design.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Program Description – Full Template
Utah Valley University
Bachelor of Science in Animation and Game Development

Section I: The Request

The Department of Digital Media in the School of Technology and Computing at Utah Valley University (UVU) requests approval to offer a Bachelor of Science (BS) in Animation and Game Development effective Fall Semester, 2015. This program was approved by the UVU Board of Trustees on December 4, 2014.

Section II: Program Description

Complete Program Description

The Animation and Game Development curriculum provides a foundation of principles, techniques, and tools used in contemporary animation and game development industries to entertain, educate, and communicate through film, television, Internet, and a myriad of digital devices. Focus is on the blending of aesthetic and technical elements to produce a professional-grade product. This program provides motivated and dedicated students the opportunity to work with professionally active faculty members committed to the future of these digital disciplines. In addition to proposing this new degree in Animation and Game Development, The Department of Digital Media is also proposing new degree programs in Digital Audio, Digital Cinema, and Web Design and Development.

Purpose of Degree

The current emphasis in Gaming and Animation within the Digital Media Degree program available at UVU provides students with a broad set of skills related to principles, processes, and development of assets for animation and digital games. Recent graduates and industry advisors have strongly recommended that due to constant innovation within the discipline, the curriculum should be changed to provide more depth and less breadth. In order to accommodate this, a new degree program that shares fewer core classes with other Digital Media emphasis areas (Audio Production, Cinema Production, and Internet Technologies) is needed. While growth may be a possibility as additional resources become available, the principle reason for this change is the need to better prepare current students with the existing resources (faculty, staff, labs).

The degree name, Animation and Game Development, was chosen after consultation and curriculum development work done with industry partners. While this program does not focus on deep programming and the development of original game engines, it is designed to teach the scripting skills necessary to customize interactions within the existing network of engines currently used in industry. This requires a foundation in various scripting languages. Utah's independent game development studios and even some larger game development companies utilize game engines that already exist. These companies maintain programming departments that customize tools for specific game applications. The proposed program is designed to prepare students to work in these environments. Full-time department faculty members have a combined 20 years of experience producing interactive games with dozens of title credits.

The Bachelor of Science in Digital Media with its four emphasis areas will still be offered to students who enter Digital Media before Fall Semester, 2015. Students enrolling at the university have seven years to complete a degree before they must switch to a newer catalog. Since no classes taught under the current

Digital Media degree are being discontinued, students can either continue to earn a degree in Digital Media with an emphasis or they can elect to switch to one of the four new degree programs.

Digital Media has two dedicated advisors who have filled an important role of the planning process to create the new degree from a previous emphasis. They will be able to guide students through the transition process and work with the DGM faculty to make any class substitutions when necessary.

Institutional Readiness

The Animation and Game Development degree will stay within the current Digital Media Department at UVU. No additional administrative support will be needed. The delivery of undergraduate courses will continue in its current form. In order to accommodate the current student enrollment demand, faculty is already expanding the online and blended course offerings to maximize limited lab space. With limited lab resources, selected first year and second year courses now have online components allowing either a full online experience or blended delivery. Blended courses are those that have half the course curriculum delivered via Internet and the remainder done in a traditional classroom. This format is particularly efficient for courses with a high lab load, basically allowing lecture and demonstration to be done online and leaving significant hands-on mentoring opportunities for instructors as students work to solve academically challenging assignments. Courses already converted include DGM 2210: 3D Modeling and Animation Essentials and DGM 2620: Principles of Animation I. Courses currently being converted include DGM 2630: Principles of Animation II and DGM 2640: Character Development.

Departmental Faculty

The faculty of the UVU Digital Media Department is committed to teaching students the latest digital technology skills. In order to accomplish this, many of them are participating in their field professionally.

Department Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	5		5
Full-time Non-Tenured	2		2
Part-time Tenured			
Part-time Non-Tenured	1		1
With Master's Degrees			
Full-time Tenured	5	0.75	5.75
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	7		7
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			0
Part-time Tenured			

Part-time Non-Tenured	20		20.75
Other			
Full-time Tenured			0
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	16		16
Total Headcount Faculty			
Full-time Tenured	10	0.75	10.75
Full-time Non-Tenured	2	0	2
Part-time Tenured	0		0
Part-time Non-Tenured	41	0	41
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	55	0.75	55.75

Staff

No additional support staff will be required for the first five years. Additional adjunct instructors will be added as the department expands the online course offerings.

Library and Information Resources

The Utah Valley University Library (UVU Library) cultivates a dynamically changing collection of eBooks, videos, streamed videos, and books that relate to computer technologies. Digital Media (DGM) themed holdings are a subset of such a collection. As the influence of technology continues to expand, UVU Library's DGM collection development will match its content and direction. Interestingly enough, DGM technology itself is transforming the library media that describe it, insomuch that much of the current collection of print books and hard media is giving way to a wave of DGM items represented by eBook, streamed video, and web content. This transition is accentuated by the preferences of the average DGM information patron, which enjoys (and often prefers) information that is instantly available over the Internet.

DGM related items in the UVU collection span many technologies and professional practices. Major categories of DGM information topics and sources include (but are not limited to) audio recording and sound mixing technologies, pre and post production of audio, music video, TV and movie production, filmmaking, gripology, game development, game animation techniques and practices, animation technologies (Adobe Flash, etc.), 3-D modeling, web development best practices, HTML5, DVD authoring, mobile device programming, server side programming languages (such as PHP), and e-learning. Initial "one-stop-shopping" for articles/books/videos relating to Digital Media can be done by means of the UVU Library website's OneSearch feature, which allows a single search to simultaneously span multiple databases and includes a search of the library catalog's books, eBooks, and videos. (Each individual database can also be searched within the scope of the respective database website.)

ACCESS TO DGM PERIODICAL DATABASE ARTICLES AT UVU LIBRARY

- 1) The IEEE Xplore Digital Library Database provides access to approximately 5083 journal titles, conference proceedings, technical standards, eBooks, and educational courses.
- 2) The Association for Computing Machinery (ACM) Digital Library Database provides access to approximately 20 DGM related journal titles.
- 3) The Computer Source Database provides access to approximately 254 DGM related journal titles.

Full text access to the thousands of journal articles is licensed to UVU library patrons. Nevertheless, off-campus web access to library patrons is enabled by means of an LDAP login authentication layer that is enforced by the UVU Library EZProxy server.

UVU LIBRARY CATALOG HOLDINGS FOR DIGITAL MEDIA

The Library catalog contains print books, eBooks (Safari, NetLibrary, EBSCO and eBrary), videos (DVD, Blu-Ray, VHS) as well as databases of streamed video (Films on Demand, American History in Video, etc.). Most materials for DGM are covered in the Library of Congress call number area QA76 (Computer Science). Other significant call numbers are: HF5718 (Multimedia in Business), MT723 (MP3, Digital Audio, MIDI, etc.), N7433 (Computer Art), TK6680 (Digital Video) and TR897 (Computer Graphics/Animation). Additional call numbers may apply as this subject is given attention by numerous minor subject areas.

Current catalog holdings are estimated as follows:

DGM related books:	300
DGM related eBooks:	400
DGM related videos:	30
DGM related streamed videos:	20

ACQUISITION OF DGM MATERIALS THROUGH OTHER LIBRARIES AND PARTNERS

A patron may often seek information (articles, books, etc.) that are not directly owned or licensed by UVU Library. In such cases, a desired item may be accessed from other libraries throughout the United States by means of Interlibrary Loan Service (ILL). A requested article full text is emailed to a requester within one business day. Print books are generally located, received, and made available within seven business days. In addition, UVU Library patrons have access to check out items from partner libraries of higher education in the Utah/Idaho/Nevada area (Brigham Young University, University of Utah, Utah State University, etc.) by means of a Utah Academic Library Consortium (UALC) agreement.

SUPPORT FOR DGM RELATED RESEARCH AND INQUIRIES

Mark Stevens is currently the UVU liaison librarian for faculty and student support for Information Technologies and Digital Media. He can be contacted for additional information:

Mark Stevens MS/CS, MS/MLIS
UVU Systems Librarian
800 W University Pkwy LI 319c
Orem, Utah 84058-5999
801-863-8155 (office)

Admission Requirements

There are no matriculation requirements for students to take undergraduate classes in the proposed Bachelor of Science in Animation and Game Development other than the admission requirements established by the institution. However, enrollment in upper level courses is limited by the available lab space. After the second year, students will be required to submit a portfolio of their work to be reviewed by the faculty prior to advancing into upper-division coursework in the four-year program. This restriction is necessary due to the limited number of faculty and lab space available. Students who do not meet the portfolio standards have several choices. They can retake classes with low grades, improve their portfolio, and then reapply. Students can pursue a Bachelor of Science in Technology Management with an emphasis in Digital Media without financial consequences or loss of time or they may transfer the majority of their credits toward the AAS in Digital Communication Technology.

Student Advisement

The School of Technology and Computing currently employs two dedicated advisors for Digital Media. These advisors counsel students on the AAS degree, and the four emphasis areas in the BS degree. They will continue to advise students in the AAS degree, as well as guide students into one of the four new degrees replacing the four emphasis areas.

Justification for Graduation Standards and Number of Credits

The Bachelor of Science in Animation and Game Development requires 120 credits to graduate. This includes 35 credits of general education. The remaining required and elective credits are related to the discipline.

External Review and Accreditation

The Department of Digital Media has an advisory board from industry and education with expertise in Audio Production, Cinema Production, Animation and Games, and Web Design and Development. Input from the board has not only informed the shape of the new proposed degree in Animation and Game Development but has also advocated its creation. This proposed degree and associated courses have been a principle focus of the Digital Media curriculum committee since Fall Semester, 2013.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected				
		Year 1	Year 2	Year 3	Year 4	Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	0	20	20	20
Total # of Declared Majors in Proposed Program	0	30	89	118	118	118
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	31.80	31.80	32.05	32.05	32.05	32.05

Total Department Student FTE (Based on Fall Third Week)	615	615	620	620	620	620
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	19.3	19.3	19.3	19.3	19.3	19.3
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)	NA	NA	NA	NA	NA	NA

Expansion of Existing Program

Digital Media has seen an overall growth in the number of students enrolled as well as the number of graduates from the program. The program is being developed from an area of emphasis to a stand-a-lone degree to respond to industry and student demand.

Section III: Need

Program Need

The Department of Digital Media is currently producing generalists with a broad range of skills covering film, audio, animation, and Internet technologies. Employment opportunities in Animation and Game Development fields require a greater depth of knowledge than can be covered in the current curriculum design. In order to meet the growing demand for a highly skilled workforce, students need to take a deeper concentration of classes in Animation and Game Development in place of courses in audio, cinema, and Internet.

The Utah Cluster Acceleration Partnership Executive Summary released in 2011 identifies the global and regional need for more digitally created content. The digital media industry is constantly changing with the advancements in technology, changing consumer preferences, and the innovations of creators and artists. Utah Valley University has led the Utah Cluster Acceleration Partnership as the primary convener. Students in the Digital Media Department learn both theory and practical application to fill the demand for more digitally created and delivered content. A majority of digital media content is instantly made available throughout the worldwide infrastructure of the Internet, making virtually all digital media companies global in nature and directly impacted by worldwide markets. Approval of a new Bachelor Degree in Animation and Game Development will better prepare UVU students to meet this growing demand. The Cluster Acceleration Partnership has been authorized and sponsored by the Utah System of Higher Education, the Utah Department of Workforce Services, the Economic Development Corporation of Utah (EDC Utah), and the Utah Governor's Office of Economic Development (GOED).

Labor Market Demand

The institution reported that a recent search on the Indeed.com website for the term "animation," or "game development" in the Salt Lake City area pulled up over 96 available jobs. A search for "animation" or "game development" on the Department of Workforce Services for Utah website resulted in 72 available positions. The 2010-2020 Employment Projections from the Department of Workforce Services website shows a 3.5 percent growth rate. The Bureau of Labor Statistics shows the median annual wage for game developers is

\$60,000 in 2012 and employment opportunities for developers is projected to grow ten percent from 2012 to 2022, faster than the average for all occupations. Demand will be driven by the growing popularity of mobile devices app and game development. Additionally, a new sound stage complex is under construction in Park City, just five miles from UVU's Wasatch Campus. The Wasatch Campus now houses a state of the art virtual studio allowing UVU students access to cutting edge industry technology. The studio complex will bring with it a demand for professionals in numerous animation related fields, like compositing and visual effects.

The Wasatch Front has a thriving game development industry, several major studios have a presence in Utah, regionally, in the Western U.S., there are even more opportunities. Utah Valley University alumni are now employed at major studios: Pixar, Nickelodeon, and DreamWorks.

Student Demand

There are currently 150 students in the Gaming and Animation emphasis. With the lab space and faculty available, there is the capability to graduate 25 per year. There is clearly more demand than capacity at this time. The current Digital Media degree offers too much breadth and not enough depth, which complicates their educational load. For example, a student wishing to learn character effects animation is still required to take classes in digital audio and also learn basic html in a Web Essentials course. These are important skills too, but do not help the animation student as he seeks entry-level employment in industry. UVU alumni, now employed at Nickelodeon and DreamWorks, and the current advisory board have encouraged the department to shift curriculum away from so many general core classes and provide greater depth within the discipline. This will allow graduates to better compete in the marketplace. This curriculum shift would be accomplished by creating a separate Animation and Game Development degree.

Similar Programs

Other intuitions in Utah offer programs in complementary fields, but they are not structured like this degree. The University of Utah has an undergraduate interdisciplinary program offering a Film degree with an emphasis in Entertainment Arts and Engineering and a Computer Science degree with an emphasis in Entertainment Arts and Entertainment. Their undergraduate curriculum varies widely from that at UVU. They also offer a robust graduate program in Entertainment Arts and Engineering with a focus on game design. Students completing the Bachelor of Science in Animation and Game Design at UVU would be strong candidates to study in the master's program at the U of U.

Utah State University has neither an animation nor a game design program, but it does offer a multimedia development minor.

Salt Lake Community College has a two-year Animation emphasis in their Visual Art and Design AAS degree. This emphasis requires 24 credits related to animation. Each year, some students having completed the two-year program at SLCC, transfer to UVU to complete their bachelor's degree in this discipline.

Southern Utah University does not have a degree or any courses with Animation or Game Development in their current catalog.

Weber State University has a digital media emphasis in its communications program. Snow College and Dixie State University have neither an animation nor a game design program.

Brigham Young University has an animation program that is recognized nationally for its quality. Their program has a very tightly controlled enrollment, and there is no specific content devoted to game development.

The new BS in Animation and Game Development at Utah Valley University will require 78 credits specific to learning the principles of animation and their application. With a faculty which has extensive industry experience, UVU's Department of Digital Media is well positioned to excel in the delivery of an engaged-learning curriculum within this animation and game development discipline.

Collaboration with and Impact on Other USHE Institutions

Students transferring from other institutions are evaluated case-by-case, based on a faculty evaluation of their portfolio. Schools offering a two-year program would benefit by having a direct path to a four-year degree at UVU.

Benefits

During the USTAR sponsored Digital Media Cluster meetings held at UVU, EDC Utah and GOED discussed the economic value of the video game development industry to the state. This is clean industry, that pays a higher than average wage, that continued to grow a respectable ten percent through the economic downturn. These discussions also pointed out that this industry (computer graphics) was invented here in Utah, but many of those early pioneers moved to other states to build businesses. To be a major contributor and build on Utah's digital media infrastructure it is imperative that education recognize the key role it must play. The Department of Digital Media at UVU has built a strong faculty, with roots in industry, prepared to deliver a robust and challenging curriculum using a well-designed engaged learning model. This program will do much to help prepare students for a competitive workplace. With its focus on technology, and a capstone that allows students to work in teams to produce a professional grade, professor mentored product, it is perfectly placed to meet the needs of future Utah business and industry.

Consistency with Institutional Mission

The Utah Board of Regents' Policy R312.4.2.3 states that Utah Valley University, as a teaching institution, "prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community." The proposed Animation and Game Development degree would allow graduates to become professionally competent people who practice lifelong learning in order to keep up with the latest technology and apply their knowledge to solving problems in the workplace.

Section IV: Program and Student Assessment

Program Assessment

The proposed Bachelor of Science in Animation and Game Development will produce skilled graduates who demonstrate critical thinking to analyze and propose creative solutions and apply their foundational knowledge of these disciplines to solve real world problems presented in UVU's local community. The department will internally review student portfolios upon acceptance into the program: after the first two years and again upon graduation. The portfolio review, which occurs before the junior year, will be conducted by a team of faculty who assess the submitted portfolios to ensure the student is capable of success in the upper-division course work. The second review happens during the senior year when students work as a team to develop professional-level titles. These senior capstone projects are presented in a showcase at the end of the senior year and evaluated by a team of faculty and industry.

By graduation, the students in this degree will have developed a web portfolio featuring work from each upper division class. These can be used for review to evaluate student growth and performance. The portfolio will also be used in helping students demonstrate their capabilities to potential employers. Successful graduates of the program will have developed skills in animation, 3D modeling, and basic scripting, and will have a studio-like experience developing a completed title (short film or digital game) while working in an intensive team-oriented laboratory environment.

Expected Standards of Performance

Program Goals

- 1) Demonstrate mastery of animation principles.
- 2) Design components for both entertainment and business industries at a professional level.
- 3) Use contemporary agile development methods, from pre-production to post in a team setting.
- 4) Write basic scripts to augment and customize procedural technical processes.
- 5) Rig basic bipedal and quadra-pedal three dimensional models.
- 6) Create and map custom textures for use in environmental and on character models.
- 7) Apply virtual light and camera tools to render believable environments.
- 8) Design and create visual effects for games and animation.
- 9) Plan, schedule, follow through, and communicate in a team-oriented setting.
- 10) Develop and produce 2D and 3D game, and animation resources.
- 11) Participate in a team to create and present a major project.

Goal Measurement

- 1) Success of each student is monitored at the end of every course at the upper division level with a portfolio piece. These portfolio pieces are collected and saved for future evaluation.
- 2) Evaluation is conducted to assure success in student learning.
- 3) Employers are surveyed to determine quality of program graduates.

Each course has a final project that becomes a piece in their portfolio. The final portfolio is used to assist the student in finding employment and as a summative assessment item.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget — Prior to New Program Implementation	Departmental Budget					
		Year 1 (2015-16)		Year 2 (2016-17)		Year 3 (2017-18)	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries & Wages	\$1,086,664	\$0	\$1,086,664	\$6,825	\$1,093,489	\$7,098	\$1,093,762
Benefits	\$521,762	\$0	\$521,762	\$723	\$522,485	\$752	\$522,514

Total Personnel Expense	\$1,608,426	\$0	\$1,608,426	\$7,548	\$1,615,974	\$7850	\$1,616,276
Non-personnel Expense							
Travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$30,000	\$0	\$30,000	\$1,000	\$31,000	\$1,000	\$31,000
Total Non-personnel Expense	\$30,000	\$0	\$30,000	\$1,000	\$31,000	\$1,000	\$31,000
Total Expense (Personnel + Current)	\$1,638,426	\$0	\$1,638,426	\$8,548	\$1,646,974	\$8,850	\$1,647,276
Departmental Funding	Year 1	Year 2	Year 3	Year 4	Year 5	Year 5	
Appropriated Fund	\$1,638,426	\$0	\$1,638,426	\$8,548	\$1,646,974	\$8,850	\$1,647,276
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees/Differential Tuition							
Total Revenue	\$1,638,426	\$0	\$1,638,426	\$8,548	\$1,646,974	\$8,850	\$1,647,276
Difference							
Revenue — Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for “current” and using the same Cost Study Definition for “projected”)	\$89		\$89		\$89		\$89

Funding Sources

In addition to the tuition revenue from enrollment, funding for this program will be prioritized high for allocation from Acute Equity legislative appropriation to provide program offerings to meet regional need in STEM programs.

Reallocation

No funds will need to be reallocated for this new degree.

Impact on Existing Budgets

The existing budget will fund the current faculty, labs, and adjuncts. The current number of graduates can still be sustained. The goal of creating a new Bachelor of Science in Animation and Game Development is

to change the requirements so students have a more in-depth educational experience, while reducing its breadth.

Section VI: Program Curriculum

Course Prefix and Number	Title	Credit Hours
General Education Courses		
ENGL 1010	Introduction to Writing	3
ENGL 2010 or ENGL 2020	Intermediate Writing—Humanities/Social Sciences Intermediate Writing—Science and Technology	3
MATH 1030 or MATH 1040 or MATH 1050	Quantitative Reasoning (recommended for Humanities or Arts majors) (3.0) Introduction to Statistics (recommended for Social Science majors) (3.0) College Algebra (recommended for Business, Education, Science, and Health Professions majors) (4.0)	3
HIST 2700 & HIST 2710 or HIST 1700 or HIST 1740 or POLS 1000 or POLS 1100	US History to 1877 and US History since 1877 American Civilization US Economic History American Heritage American National Government	3
PHIL 2050	Ethics and Values	3
HLTH 1100 or PES 1097	Personal Health and Wellness Fitness for Life	2
Biology		3
Physical Science		3
Additional Biology or Physical Science		3
Humanities Distribution	ENGL 2200 Introduction to Literature or ENGL 2130 Science Fiction recommended	3
Fine Arts Distribution	THEA 1023 Introduction to Film recommended	3
Social/Behavioral Science		3
	Sub-Total	35

Required Courses for Animation and Game Development (New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
DGM 1110	Digital Media Essentials I	4
DGM 1600	Introduction to Scripting	3
DGM 1620	Survey of Animation	3
DGM 2250 or ART 1110	Principles of Digital Design or Drawing I	3
DGM 2210	3D Modeling and Animation Essentials	4
DGM 2211	Rigging and Animation Essentials	3
DGM 2221	Game Essentials	3
DGM 2610	Game Design I	3
DGM 2620	Principles of Animation I	3
DGM 2640	Character Development	3
DGM 2670	Scripting for Animation and Games	3
DGM 2660	Digital Storyboarding	3
DGM 3110	Corporate Issues in Digital Media	3
DGM 312G	Digital Media for Intercultural Communication	3
COMP 301R	Digital Lecture Series	1
DGM 3650	Animation and Game Project I	3
DGM 3220	Digital Media Project Management	3
DGM 3641	Game Level Design	3
DGM 3620	Principles of Animation II	3
DGM 3670	Scripting for Animation and Games II	3
DGM 3680	Animation and Game Project II	3
DGM 4000	Writing for Digital Media	3
DGM 4310	Senior Projects I	3
DGM 4410	Senior Projects II	3
DGM 4630	Visual Effects and Compositing I	3
DGM 4640	Visual Effects and Compositing II	3
	Sub-Total	78
Electives for Animation and Game Development: Take seven credits from the following:		
ART 2250	Drawing for Animation (3.0)	
ART 1210	Drawing for Illustration (3.0)	
CS 1410	Object-Oriented Programming (3.0)	3
DGM 2600	The Animated Image (3.0)	
DGM 3660	Advanced Rigging and Animation (3.0)	
DGM 4621	Performance Animation (3.0)	
DGM 3610	Game Design II (3.0)	
THEA 1033	Acting I (3.0)	
Or advisor approved electives.		
	Sub-Total	7
	Total:	120

Program Schedule for Animation & Game Development

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 1620	Survey of Animation	3
DGM 1110	Digital Media Essentials I	4
MATH 1030/40/50	Quantitative Literacy	3
American Institutions	See List	3
	Semester total:	13
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 1600	Introduction to Scripting	3
DGM 2210	3D Modeling and Animation Essentials	4
DGM 2250	Principles of Digital Design	3
ENGL 1010	Introduction to Writing	3
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2
	Semester total:	15

Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 2221	Game Essentials	3
DGM 2620	Principles of Animation I	3
DGM 2670	Scripting for Animation and Games	3
DGM 2660	Digital Storyboarding	3
Fine Arts	See List	3
	Semester total:	15
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 2211	Rigging and Animation Essentials	3
DGM 2610	Game Design I	3
DGM 2640	Character Development	3
Biology	See List	3
Social/Behavioral Science	See List	3
	Semester total:	15

Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 2020	Intermediate Writing	3
DGM 3650	Animation and Game Project I	3
DGM 3620	Principles of Animation II	3
DGM 3670	Scripting for Animation and Games II	3
Elective	See List	3
	Semester total:	15
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 3110	Corporate Issues in Digital Media	3
DGM 3220	Digital Media Project Management	3
DGM 3641	Game Level Design	3
DGM 3680	Animation and Game Project II	3
Elective	See List	4
	Semester total:	16

Fall of Forth Year (Course Prefix and Number)	Course Title	Credit Hours
PHIL 2050	Ethics and Values	3
Biology or Physical Science	See List	3
COMP 301R	Digital Lecture Series	1
DGM 4630	Visual Effects and Compositing I	3
DGM 4310	Senior Projects I	3
DGM 4000	Writing for Digital Media	3
	Semester total:	16
Spring of Forth Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 4410	Senior Projects II	3
DGM 312G	Digital Media for Intercultural Communication	3
Physical Science	See List	3
Humanities	See List	3
DGM 4640	Visual Effects and Compositing II	3
	Semester total:	15

Section VII: Faculty

Thor Anderson Ph.D. in Instructional Technology, Utah State University
Trudy Christensen Ph.D. in Instructional Psychology and Technology, BYU
Paul Cheney Ph.D. in Instructional Technology, University of Virginia
Li Liu Ph.D. in Computer Science, University of Alabama
Rodayne Esmay MFA in Illustration, Syracuse University
Anthony Romrell MFA in Animation, Utah State University
Marty Clayton MFA in 2D and 3D Animation, Savannah College of Art and Design
Arlen Card MA in Music, Brigham Young University
Mike Wisland...MS in Electrical Engineering Digital Signal Processing, Missouri Institute of Science & Technology
Mike Harper MS in Geography Education, Utah State University
Kim Brown MA in Instructional Technology, Utah State University
Dennis Lisonbee MA in Communication, Brigham Young University
Robert Trim..... MBA in Business, University of Phoenix

Program Description – Full Template
Utah Valley University
Bachelor of Science in Digital Audio

Section I: The Request

The Digital Media Department in the School of Technology and Computing at Utah Valley University (UVU) requests approval to offer a Bachelor of Science (BS) in Digital Audio effective Fall Semester, 2015. The program was approved by the UVU Board of Trustees on December 4, 2014.

Section II: Program Description

Complete Program Description

The Digital Audio degree will allow students to study the aesthetics, as well as the physics and mathematics, of audio engineering, basic audio-related electronics, recording tools and techniques, mixing tools and techniques, mastering tools and techniques, radio production, room acoustics and design, production sound for film and television, postproduction sound, audio restoration (archival, historical, and forensic), and the most successful business, marketing, and communication practices unique to the audio industry. Employers are specifically looking for these areas of expertise and have historically favored UVU students from the Digital Media emphasis despite their having spent time on the other disciplines of a generalized Digital Media degree. This separate, focused Digital Audio degree will eliminate the distraction and wasted time of studying the sister disciplines and provide the serious student of digital audio the chance to concentrate on their rigorous field, so that they can better compete in the working world of audio.

Purpose of Degree

The current emphasis in Digital Audio within the Digital Media program at UVU provides students with a broad set of skills related to digital audio preparation and delivery. Recent graduates, board members, and constant innovation in the field now require graduates who have more depth and less breadth. Additionally, while growth may be a possibility as additional resources become available, one major reason for this change is the preparedness level of the students that can currently be handled with existing resources (faculty, staff, labs).

Institutional Readiness

The Digital Audio degree program will stay within the current Digital Media Department at UVU. No additional administrative support will be needed. The delivery of undergraduate courses will continue in its current form, which is currently the face-to-face classroom setting. In order to accommodate the current student enrollment demand, faculty members are already retooling course offerings to take advantage of limited lab and studio space. Since no classes taught under the current Digital Media degree are being discontinued, students who are "grandfathered into the previous Digital Media degree program can either continue to earn a degree in Digital Media with an emphasis or they can elect to switch to one of the four new degree programs.

Departmental Faculty

The faculty of the UVU Digital Media Department are committed to teaching students the latest digital audio skills. In order to accomplish this, they are participating in their field professionally.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	2		2
Full-time Non-Tenured	2		2
Part-time Tenured			
Part-time Non-Tenured	1		1
With Master's Degrees			
Full-time Tenured	7		7
Full-time Non-Tenured	3		3
Part-time Tenured			
Part-time Non-Tenured	7		7
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			0
Part-time Tenured			
Part-time Non-Tenured	17	0.13	17.13
Other			
Full-time Tenured			0
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	16		16
Total Headcount Faculty			
Full-time Tenured	9	0	9
Full-time Non-Tenured	5	0	5
Part-time Tenured	0		0
Part-time Non-Tenured	41	0.13	41.13
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	55	0.13	55.13

Staff

No additional support staff will be required for the first five years. Additional adjunct instructors will be added as the department expands the online course offerings.

Library and Information Resources

The Utah Valley University Library (UVU Library) cultivates a dynamically changing collection of eBooks, videos, streamed videos, and books that relate to computer technologies. Digital Media (DGM) themed holdings are a subset of such a collection. As the influence of technology continues to expand, UVU Library's DGM collection development will match its content and direction. Interestingly enough, DGM technology itself is transforming the library media that describe it, insomuch that much of the current collection of print books and hard media is giving way to a wave of DGM items represented by eBook, streamed video, and web content. This transition is accentuated by the preferences of the average DGM information patron, which enjoys (and often prefers) information that is instantly available over the internet. DGM related items in the UVU collection span many technologies and professional practices. Major categories of DGM information topics and sources include (but are not limited to) audio recording and sound mixing technologies, pre and post production of audio, music video, TV and movie production, filmmaking, gripology, game animation techniques and practices, animation technologies (Adobe Flash, etc.), 3-D modeling, web development best practices, HTML5, DVD authoring, mobile device programming, server side programming languages (such as PHP), and e-learning.

Initial one-stop-shopping for articles/books/videos relating to Digital Media can be done by means of the UVU Library website's OneSearch feature, which allows a single search to simultaneously span multiple databases and includes a search of the library catalog's books, eBooks, and videos. (Each individual database can also be searched within the scope of the respective database website.)

ACCESS TO DGM PERIODICAL DATABASE ARTICLES AT UVU LIBRARY

- 4) The IEEE Xplore Digital Library Database provides access to approximately 5083 journal titles, conference proceedings, technical standards, eBooks, and educational courses.
- 5) The Association for Computing Machinery (ACM) Digital Library Database provides access to approximately 20 DGM related journal titles.
- 6) The Computer Source Database provides access to approximately 254 DGM related journal titles.

Full text access to the thousands of journal articles is licensed to UVU library patrons. Nevertheless, off-campus web access to library patrons is enabled by means of an LDAP login authentication layer that is enforced by the UVU Library EZProxy server.

UVU LIBRARY CATALOG HOLDINGS FOR DIGITAL MEDIA

The Library catalog contains print books, eBooks (Safari, NetLibrary, EBSCO and eBrary), videos (DVD, Blue Ray, VHS), as well as databases of streamed video (Films on Demand, American History in Video, etc). Most materials for DGM are covered in the Library of Congress call number area QA76 (Computer Science). Other significant call numbers are: HF5718 (Multimedia in Business), MT723 (MP3, Digital Audio, MIDI, etc.), N7433 (Computer Art), TK6680 (Digital Video) and TR897 (Computer Graphics/Animation). Additional call numbers may apply as this subject is given attention by numerous minor subject areas.

Current catalog holdings are estimated as follows:

DGM related books:	300
DGM related eBooks:	400
DGM related videos:	30

DGM related streamed videos: 20

ACQUISITION OF DGM MATERIALS THROUGH OTHER LIBRARIES AND PARTNERS

A patron may often seek information (articles, books, etc.) that is not directly owned or licensed by UVU Library. In such cases, a desired item may be accessed from other libraries throughout the United States by means of the Interlibrary Loan Service (ILL). A requested article full text is emailed to a requester within one business day. Print books are generally located, received, and made available within seven business days. In addition, UVU Library patrons have access to check out items from partner libraries of higher education in the Utah/Idaho/Nevada area (Brigham Young University, University of Utah, Utah State University, etc.) by means of a Utah Academic Library Consortium (UALC) agreement.

SUPPORT FOR DGM RELATED RESEARCH AND INQUIRIES

Mark Stevens is currently the UVU liaison librarian for faculty and student support for Information Technologies and Digital Media. He can be contacted for additional information:

Mark Stevens MS/CS, MS/MLIS

UVU Systems Librarian

800 W University Pkwy LI 319c

Orem, Utah 84058-5999

801-863-8155 (office)

Admission Requirements

There are no matriculation requirements for students to take undergraduate classes in the proposed Bachelor of Science in Digital Audio other than the admission requirements established by the institution. However, enrollment in upper level courses is limited by the available lab space. After the second year, students will be required to submit a portfolio of their work to be reviewed by the faculty prior to advancing into upper-division coursework in the four-year program. This restriction is necessary due to the limited number of faculty and lab space available. Students who do not meet the portfolio standards have several choices. They can retake classes with low grades, improve their portfolio, and then reapply. Students can pursue a Bachelor of Science in Technology Management with an emphasis in Digital Media without financial consequences or loss of time, or they may transfer the majority of their credits toward the Associate of Applied Science (AAS) in Digital Communication Technology.

Student Advisement

The School of Technology and Computing currently employs two dedicated advisors for Digital Media. These advisors counsel students for the AAS degree and the emphases in the BS degree. They will continue to advise students in the AAS degree, as well as guide students into one of the four new degrees replacing the emphases.

Justification for Graduation Standards and Number of Credits

The Bachelor of Science degree in Digital Audio requires 120 credits to graduate. This includes 35 credits of General Education. The remaining required and elective credits are related to the discipline.

External Review and Accreditation

The Department of Digital Media has an advisory board from industry and education with expertise in audio production, cinema production, animation and games, and web design and development. Input from the board has not only informed the shape of the new proposed degree in Digital Audio but has also pushed for

its creation. This proposed degree and associated courses have been on the main focus of the Digital Media curriculum committee since Fall Semester, 2013.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Projected Program Enrollment and Graduates/Projected Departmental Learning Outcomes						
Data Category	Current – Prior to New Program Implementation	Projected				
		Year 1	Year 2	Year 3	Year 4	Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	0	20	25	30
Total # of Declared Majors in Proposed Program	-	27	89	116	116	116
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	31.80	31.80	31.93	31.93	31.93	31.93
Total Department Student FTE (Based on Fall Third Week)	615	615	618	618	618	618
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	19.3	19.3	19.3	19.3	19.3	19.3
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)	NA	NA	NA	NA	NA	NA

Expansion of Existing Program

Digital Media has seen an overall growth in the number of students enrolled as well as the number of graduates from the program. The program is being developed from an area of emphasis to a stand-alone degree to respond to industry and student demand.

Section III: Need

Program Need

The Department of Digital Media is producing generalists with a broad range of skills covering audio, film, animation, and Internet technologies. Employment opportunities in the Digital Audio field require a greater depth of knowledge than graduates currently have. In order to meet the growing demand for a highly skilled workforce, students need to take more classes in Digital Audio in place of courses in Internet technologies, cinema, and animation.

The Utah Cluster Acceleration Partnership Executive Summary released in 2011 identifies the global need for more digitally created content. The digital media industry is constantly changing with the advancements in technology, changing consumer preferences, and the innovations of creators and artists.

Utah Valley University has led the Utah Cluster Acceleration Partnership as the primary convener. Students in the Digital Media Department learn to create digital media content to fill the demand for more digitally created and delivered content. A majority of digital media content is instantly made available throughout the worldwide infrastructure of the Internet, making virtually all-digital media companies global in nature and directly impacted by worldwide markets. Approval of a new Bachelor's degree in Digital Audio will better prepare UVU students to meet this growing demand. The Cluster Acceleration Partnership has been authorized and sponsored by the Utah System of Higher Education, the Utah Department of Workforce Services, and the Utah Governor's Office of Economic Development.

Labor Market Demand

The institutions reported that a recent search on the Indeed.com website for the terms "audio recording", "audio production", and "audio engineer" in the Salt Lake City area pulls up 44 available jobs. A search for the same terms on the Department of Workforce Services for Utah website results in 124 available positions, with a national employment count for audio engineers at 14,280. The 2010-2020 Employment Projections from the Utah Department of Workforce Services website shows an additional 100 new positions in Utah per year, with 550 total annual openings projected. The numerous freelance workers are not reflected in the data. Utah Valley University students have worked as recording engineers in institutional and private music studios, in film and television production and post-production, as sound designers for film and television, and as freelance sound engineers and technicians for live and concert productions, business, and industry. The United States Department of Labor, Bureau of Labor Statistics Occupational Handbook 2012-13 edition states that job growth will hold steady at about one percent per year through the year 2020.

Student Demand

There are currently 113 students in the Digital Audio emphasis. The Utah Valley University Digital Audio emphasis is already a popular source for in-state audio hires. A UVU degree bearing the moniker "Digital Audio" is more relevant on its face for those desiring to hire an audio engineer or technician than the current, generic Digital Media degree designation, so students desire the specific degree for the UVU diploma, its reputation in audio, and for the specific audio designation.

Similar Programs

There are no similar programs being offered at any other Utah System of Higher Education (USHE) institutions in Utah except for at Salt Lake Community College. Salt Lake Community College offers an Associate of Science in several non-audio emphases, which fills a general, lower entry-level niche; whereas the UVU program fills four specific upper entry-level and entrepreneurial niches, with a baccalaureate degree and courses that focus in more depth on audio and all other digital media topics. The need to fill 550 jobs annually shows the demand for Digital Audio graduates within the institution's geographical service area. With only two USHE institutions currently serving that demand with fewer than 550 graduates per year (total), employers will still be forced to hire from out of state for some positions.

Collaboration with and Impact on Other USHE Institutions

Utah Valley University currently has an agreement with Snow College to accept their courses into its program. Students transferring from other institutions are evaluated on a case-by-case basis. Schools offering a two-year program will benefit by having a direct path to a four-year degree at UVU.

Benefits

Utah Valley University is currently offering an emphasis in Digital Audio, which provides graduates to fill the numerous job opportunities available in the state. The benefit to making this change is that future graduates will be more prepared to compete for higher paying job opportunities. Higher wages equate to higher taxes for the state coffers and a win-win situation for all people and institutions involved.

Consistency with Institutional Mission

The Utah Board of Regents' Policy R312.4.2.3 states that Utah Valley University, as a teaching institution "prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community." The proposed Digital Audio degree, because of its added depth and focus, will turn out graduates who already are professionally competent people who practice lifelong learning in order to keep up with the latest technology and apply their knowledge to solving problems in the work place.

Section IV: Program and Student Assessment

Program Assessment

The proposed Bachelor of Science in Digital Audio will produce skilled graduates who demonstrate critical and creative thinking to analyze and propose innovative solutions and apply their foundational knowledge of digital audio to solve real world problems presented in UVU's local community.

The department will internally review student portfolios upon acceptance into the program: after the first two years and again upon graduation. The portfolio review, which occurs before the junior year, will be conducted by a team of faculty who look over the submitted portfolios to make sure the student is capable of success in the upper-division course work. The second review happens during the senior year when students work as a team to provide a solution for a not-for-profit organization. These senior capstone projects are presented in a showcase at the end of the senior year and evaluated by a team of faculty. By graduation, the students in this degree will have a website showing a portfolio piece from each upper division class. These can be used for review to see how well graduates are performing in the various areas of Digital Audio. This portfolio can also be used in helping students show potential employers their capabilities.

Graduates of the program will demonstrate skills in audio and electronics theory, recording in diverse environments and for different purposes, microphone techniques, signal processing science and practice, optimal sound mixing, audio mastering, restoration and forensics, workflow and project pipelines, and commensurate business, legal, and marketing competence specific to the digital audio field.

Expected Standards of Performance

Program Goals

1. Demonstrate in practicum a thorough knowledge of foundational principles of acoustics, math, signal processing, and all their practical counterparts
2. Show proficiency in choosing and using appropriate microphones, preamplifiers, and other equipment to record sound in the most accurate and effective way for the application at hand.
3. Produce both technically competent and emotionally powerful mixes of recorded media using the signal processing algorithms and devices listed in item four, below.

4. Demonstrate both technical and artistic command of all signal processors, including, without limitation, equalization, compression, expansion, gate, synthetic and IR reverberation, delay lines, chorus, phase shifting, flange, distortion and harmonic generation, and restoration and forensic processors such as noise recognition and cleaning, de-clicking, hiss removal, and utility processors such as file compression algorithms and format conversion tools.
5. Build a portfolio of recordings and mixes involving a broad range of non-musical subjects as well as a broad range of musical styles.
6. Demonstrate full competency in multimedia collaboration, including film and television production and post-production audio.
7. Show a competent understanding of room and space acoustics, including formal and informal ways of treating a recording or mixing environment to increase sonic accuracy and eliminate standing waves and frequency nulls.
8. Demonstrate an ongoing understanding of the current professional equipment of the audio industry, including both outboard and foundational gear, and also "in the box" solutions for the all-digital environment.
9. Have advanced proficiency in either audio mastering or audio restoration and forensics.

Goal Measurement

1. Success of each student is monitored at the end of every course at the upper division level with a portfolio piece. These portfolio pieces are collected and saved for future evaluation.
2. Evaluation is conducted to assure success in student learning.
3. Employers are surveyed to determine quality of program graduates.

Each course has a final project that becomes a piece in the student's portfolio. This final portfolio is used to help each student get a job and as a summative assessment item.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget - Prior to New Program Implementation	Departmental Budget					
		Year 1 (2015-16)		Year 2 (2016-17)		Year 3 (2017-18)	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries & Wages	\$1,086,664	\$0	\$1,086,664	\$3,549	\$1,090,213	\$26,026	\$1,112,690
Benefits	\$521,762	\$0	\$521,762	\$376	\$522,138	\$391	\$522,153
Total Personnel Expense	\$1,608,426	\$0	\$1,608,426	\$15,097	\$1,612,351	\$35,837	\$1,612,508
Non-personnel Expense							
Travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Current Expense	\$30,000	\$0	\$30,000	\$1,000	\$31,000	\$1,000	\$32,000
Total Non-personnel Expense	\$30,000	\$0	\$30,000	\$1,000	\$31,000	\$1,000	\$32,000
Total Expense (Personnel + Current)	\$1,638,426	\$0	\$1,638,426	\$4,925	\$1,643,351	\$5,082	\$1,643,508
Departmental Funding	Year 1	Year 2	Year 3	Year 4	Year 5	Year 5	
Appropriated Fund	\$1,638,426	\$0	\$1,638,426	\$4,925	\$1,643,351	\$5,082	\$1,643,508
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees/Differential Tuition							
Total Revenue	\$1,638,426	\$0	\$1,638,426	\$4,925	\$1,643,351	\$5,082	\$1,643,508
Difference							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$89		\$89		\$89		\$89

Funding Sources

In addition to the tuition revenue from enrollment, funding for this program will be prioritized high for allocation from Acute Equity legislative appropriation to provide program offerings to meet regional need in STEM programs.

Reallocation

No funds will need to be reallocated for this new degree.

Impact on Existing Budgets

The existing budget will fund the current faculty, labs, and adjuncts. The current number of graduates can still be sustained. The goal of creating a new Bachelor of Science in Digital Audio is to change the breadth requirements so students can take more depth classes and fewer breath classes.

Section VI: Program Curriculum

Course Prefix and Number	Title	Credit Hours
General Education Courses		
ENGL 1010	Introduction to Writing	3
ENGL 2010 or ENGL 2020	Intermediate Writing--Humanities/Social Sciences Intermediate Writing--Science and Technology	3

Course Prefix and Number	Title	Credit Hours
MATH 1030 MATH 1040 MATH 1050	Quantitative Reasoning (recommended for Humanities or Arts majors) (3.0) Introduction to Statistics (recommended for Social Science majors) (3.0) College Algebra (recommended for Business, Education, Science, and Health Professions majors) (4.0)	3
HIST 2700 and HIST 2710 or HIST 1700 or HIST 1740 or POLS 1000 or POLS 1100	US History to 1877 and US History since 1877 American Civilization US Economic History American Heritage American National Government	3
PHIL 2050	Ethics and Values	3
HLTH 1100 or PES 1097	Personal Health and Wellness Fitness for Life	2
Biology		3
Physical Science		3
Additional Biology or Physical Science		3
Humanities Distribution		3
Fine Arts Distribution	MUSC 1010 Introduction to Music recommended for Audio Production	3
Social/Behavioral Science	MGMT 1010 Introduction to Business recommended	3
	Sub-Total	35

Discipline Core Requirements

Course Prefix and Number	Title	Credit Hours
Required Courses		
DGM 1110	Digital Media Essentials I	4
MUS 1100	Fundamentals of Music	3
PHYS 1700	Descriptive Acoustics	3
DGM 2130	Digital Audio Essentials	3
DGM 2140	Electronics for Media	3
DGM 2440	Sound for Film and Television	3
DGM 2460	Radio Production	3
DGM 2481	Introduction to Digital Audio Restoration	3
DGM 2410	Core Recording Principles	3
DGM 2430	Core Mixing Principles	3
DGM 3110	Corporate Issues in Digital Media	3
DGM 312G	Digital Media for Intercultural Communication	3

Course Prefix and Number	Title	Credit Hours
COMP 301R	Digital Lecture Series	1
DGM 3220	Digital Media Project Management	3
DGM 3410	Audio Engineering for the Studio I	3
DGM 3420	Audio Engineering for the Studio II	3
DGM 3440	Sound for Games	3
DGM 3460	Live Sound Reinforcement	3
DGM 4000	Writing for Digital Media	3
DGM 4310	Senior Projects I	3
DGM 4410	Senior Projects II	3
DGM 4430	Audio Mastering	3
	Subtotal:	65
Electives	Take 20 credits from the following including six upper division credits.	
MUSC 1010	Introduction to Music (3.0)	
MUSC 1110	Music Theory I (3.0)	
MUSC 1120	Music Theory II (3.0)	
DGM 240R	Special Topics in Digital Audio (1.0)	
DGM 340R	Advanced Topics in Digital Audio (1.0)	
DGM 3430	Recording Studio Design Principles and Practices (3.0)	
DGM 3481	Advanced Audio Restoration and Forensics (3.0)	
DGM 2120	Web Essentials (3.0)	
DGM 2210	3D Modeling and Animation Essentials (4.0)	
DGM 2240	Interaction Design (3.0)	
DGM 350R	Advanced Topics Digital Motion Picture Production (1.0)	
	Subtotal	20
	Degree Total:	120

Program Schedule for Digital Audio Degree

Note that General Education Requirements and DGM Electives are intended to fill open slots in each semester's schedule.

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 1110	Digital Media Essentials I	4
MUS 1100	Fundamentals of Music	3
DGM Elective	[by student choice]	3
DGM Elective	[by student choice]	3
ENGL 1010	Introduction to Writing	3
	Semester total:	16

Spring of First Year	Course Title	Credit Hours
DGM 2130	Digital Audio Essentials	3
DGM Elective	[by student choice]	3
Math Requirement	Student Choice: 1030,1040 or 1050	3
MUSC 1010	Introduction to Music (Fine Arts Distribution)	3
DGM Elective	[by student choice]	3
	Semester total:	15
Fall of Second Year	Course Title	Credit Hours
DGM 2140	Electronics for Media	3
DGM 2410	Core Recording Principles	3
DGM 2460	Radio Production	3
PHYS 1700	Descriptive Acoustics	3
DGM Elective	[by student choice]	2
	Semester total:	14
Spring of Second Year	Course Title	Credit Hours
DGM 2430	Core Mixing Principles	3
DGM 2440	Sound for Film and Television	3
DGM 2481	Introduction to Digital Audio Restoration	3
HLTH 1100	Personal Health and Fitness	2
DGM Elective	[by student choice]	3
	Semester total:	14
Fall of Third Year	Course Title	Credit Hours
DGM 3410	Audio Engineering for the Studio I	3
DGM 3440	Sound for Games	3
DGM Elective	[by student choice]	3
American Institutions	[by student choice]	3
ENGL 2020	Intermediate Writing	3
	Semester total:	15
Spring of Third Year	Course Title	Credit Hours
DGM 3420	Audio Engineering for the Studio II	3
DGM 4430	Audio Mastering	3
Social/Behavioral	[by student choice]	3

Science		
DGM 3460	Live Sound Reinforcement	3
DGM 3220	Project Management	3
COMP 301R	Digital Lecture Series	1
	Semester total:	16
Fall of Fourth Year	Course Title	Credit Hours
DGM 4310	Senior Projects I	3
DGM 3110	Corporate Issues in Digital Media	3
DGM 4000	Writing for Digital Media	3
Biology or Physical Science	[by student choice]	3
Humanities	[by student choice]	3
	Semester total:	15
Spring of Fourth Year	Course Title	Credit Hours
DGM 4410	Senior Projects II	3
DGM 312G	Intercultural Communication	3
PHIL 2050	Ethics and Values	3
Biology	[by student choice]	3
Physical Science	[by student choice]	3
	Semester total:	15
	Degree total:	120

Section VII: Faculty

Thor Anderson Ph.D. in Instructional Technology, Utah State University
 Trudy Christensen Ph.D. in Instructional Psychology and Technology, BYU
 Paul Cheney Ph.D. in Instructional Technology, University of Virginia
 Li Liu Ph.D. in Computer Science, University of Alabama
 Rodayne Esmay MFA in Illustration, Syracuse University
 Anthony Romrell MFA in Animation, Utah State University
 Marty Clayton MFA in 2D and 3D Animation, Savannah College of Art and Design
 Arlen Card MA in Music, Brigham Young University
 Mike Wisland . MS in Electrical Engineering Digital Signal Processing, Missouri Institute of Science & Technology
 Mike Harper MS in Geography Education, Utah State University
 Kim Brown MA in Instructional Technology, Utah State University
 Dennis Lisonbee MA in Communication, Brigham Young University
 Robert Trim MBA in Business, University of Phoenix

Program Description – Full Template
Utah Valley University
Bachelor of Science in Digital Cinema

Section I: The Request

The Digital Media Department in the School of Technology and Computing at Utah Valley University (UVU) requests approval to offer a Bachelor of Science (BS) in Digital Cinema Fall Semester, 2015. This program was approved by the UVU Board of Trustees on December 4, 2014.

Section II: Program Description

Complete Program Description

Digital Cinema fuses together pre-production, production, and post-production in the delivery of rich narrative and corporate video content through traditional and new media distribution channels. The curriculum integrates this production workflow to entertain, educate, and communicate meaningful ideas and information. This program provides motivated and dedicated students the opportunity to work with professionally active faculty members committed to the future of digital disciplines. In addition to proposing a new degree in Digital Cinema, the Department of Digital Media is also proposing new degree programs in Digital Audio, Web Design and Development, and Animation and Game Development.

Purpose of Degree

The current emphasis in Digital Cinema within the digital media degree program available at UVU provides students with a broad set of skills related to digital cinema and video production. Recent graduates, board members, and constant innovation in the field now require graduates who have more depth and less breadth. In order to accommodate this change, a new degree program that does not share core classes with other digital media emphases (Audio Production, Web Design and Development, and Gaming and Animation) is needed. While growth may be a possibility as additional resources become available, the overriding reason for this change is the preparedness level of the students that can currently be handled with existing resources (faculty, staff, labs).

The Utah Cluster Acceleration Partnership Executive Summary released in 2011 identifies the global need for more digitally created content. The digital media industry is constantly changing with the advancements in technology, changing consumer preferences, and the innovations of creators and artists. Utah Valley University has led the Utah Cluster Acceleration Partnership as the primary convener. Students in the Digital Media Department learn to create digital media content to fill the demand for more digitally created and delivered content. A majority of digital media content is instantly made available throughout the worldwide infrastructure of the Internet, making virtually all-digital media companies global in nature and directly impacted by worldwide markets. Approval of a new Bachelor of Science in Digital Cinema will better prepare UVU students to meet this growing demand. The Cluster Acceleration Partnership has been authorized and sponsored by the Utah System of Higher Education, the Utah Department of Workforce Services, and the Utah Governor's Office of Economic Development.

Institutional Readiness

The Digital Cinema degree program will stay within the current Department of Digital Media at UVU. No additional administrative support will be needed. The delivery of undergraduate courses will continue in its

current form. Classes will be taught on the main campus and it is estimated five percent of classes can be converted to blended classes.

The Bachelor of Science in Digital Media with its four emphasis areas will still be offered to students who enroll before Fall Semester, 2014. Students enrolling at the university have seven years to complete a degree before they must switch to a newer catalog. Since no classes taught under the current Digital Media degree are being discontinued, students can either continue to earn a degree in Digital Media with an emphasis or they can elect to switch to one of the four new degree programs.

Digital Media has two dedicated advisors who have been part of the planning process to create the new degree from a previous emphasis. They will be able to guide students through the transition process and work with the DGM faculty to make any class substitutions when necessary.

Departmental Faculty

The faculty members of the UVU Digital Media department are committed to teaching students the latest digital cinema skills. In order to accomplish this, many of them are participating in their field professionally.

The Digital Media department has recently added a new full-time digital cinema professor in addition to securing a renowned visiting professor. This has helped boost the institution's ability to meet the demands of a stand-a-lone degree program.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	2		2
Full-time Non-Tenured	3		3
Part-time Tenured			
Part-time Non-Tenured	1		1
With Master's Degrees			
Full-time Tenured	7		7
Full-time Non-Tenured	3		3
Part-time Tenured			
Part-time Non-Tenured	7		7
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			0
Part-time Tenured			
Part-time Non-Tenured	17		17
Other			

Full-time Tenured			0
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	16		16
Total Headcount Faculty			
Full-time Tenured	9	0	9
Full-time Non-Tenured	6	0	6
Part-time Tenured	0		0
Part-time Non-Tenured	41	0	41

Staff

No additional support staff will be required for the first five years. Additional adjunct instructors will be added as the department expands the online course offerings.

Library and Information Resources

The Utah Valley University Library (UVU Library) cultivates a dynamically changing collection of eBooks, videos, streamed videos, and books that relate to computer technologies. Digital media (DGM) themed holdings are a subset of such a collection. As the influence of technology continues to expand, UVU Library's DGM collection development will match its content and direction. Interestingly enough, DGM technology itself is transforming the library media that describe it, insomuch that much of the current collection of print books and hard media is giving way to a wave of DGM items represented by eBook, streamed video, and web content. This transition is accentuated by the preferences of the average DGM information patron, which enjoys (and often prefers) information that is instantly available over the Internet.

DGM related items in the UVU collection span many technologies and professional practices. Major categories of DGM information topics and sources include (but are not limited to) audio recording and sound mixing technologies, pre and post production of audio, music video, TV, and movie production, filmmaking, gripology, game animation techniques and practices, animation technologies (Adobe Flash, etc.), 3-D modeling, web development best practices, HTML5, DVD authoring, mobile device programming, server side programming languages (such as PHP), and e-learning.

Initial one-stop-shopping for articles/books/videos relating to digital media can be done by means of the UVU Library website's OneSearch feature, which allows a single search to simultaneously span multiple databases and includes a search of the library catalog's books, eBooks, and videos. (Each individual database can also be searched within the scope of the respective database website.)

ACCESS TO DGM PERIODICAL DATABASE ARTICLES AT UVU LIBRARY

- 7) The IEEE Xplore Digital Library Database provides access to approximately 5083 journal titles, conference proceedings, technical standards, eBooks, and educational courses.
- 8) The Association for Computing Machinery (ACM) Digital Library Database provides access to approximately 20 DGM related journal titles.
- 9) The Computer Source Database provides access to approximately 254 DGM related journal titles.

Full text access to the thousands of journal articles is licensed to UVU library patrons. Nevertheless, off-campus web access to library patrons is enabled by means of an LDAP login authentication layer that is enforced by the UVU Library EZProxy server.

The Library catalog contains print books, eBooks (Safari, NetLibrary, EBSCO and eBrary), videos (DVD, Blue Ray, VHS) as well as databases of streamed video (Films on Demand, American History in Video, etc.). Most materials for DGM are covered in the Library of Congress call number area QA76 (Computer Science). Other significant call numbers are: HF5718 (Multimedia in Business), MT723 (MP3, Digital Audio, MIDI, etc.), N7433 (Computer Art), TK6680 (Digital Video) and TR897 (Computer Graphics/Animation). Additional call numbers may apply as this subject is given attention by numerous minor subject areas.

Current catalog holdings are estimated as follows:

DGM related books:	300
DGM related eBooks:	400
DGM related videos:	30
DGM related streamed videos:	20

A patron may often seek information (articles, books, etc.) that are not directly owned or licensed by UVU Library. In such cases, a desired item may be accessed from other libraries throughout the United States by means of the Interlibrary Loan Service (ILL). A requested article full text is emailed to a requester within one business day. Print books are generally located, received, and made available within seven business days. In addition, UVU Library patrons have access to check out items from partner libraries of higher education in the Utah/Idaho/Nevada area (Brigham Young University, University of Utah, Utah State University, etc.) by means of a Utah Academic Library Consortium (UALC) agreement.

Mark Stevens is currently the UVU liaison librarian for faculty and student support for Information Technologies and Digital Media. He can be contacted for additional information:

Mark Stevens MS/CS, MS/MLIS
UVU Systems Librarian
800 W University Pkwy LI 319c
Orem, Utah 84058-5999
801-863-8155 (office)

Admission Requirements

There are no matriculation requirements for students to take undergraduate classes in the proposed Bachelor of Science in Digital Cinema other than the admission requirements established by the institution. However, enrollment in upper level courses is limited by the available lab space. After the second year, students will be required to submit a portfolio of their work to be reviewed by the faculty prior to advancing into upper-division coursework in the four-year program. This restriction is necessary due to the limited number of faculty and lab space available. Students who do not meet the portfolio standards have several choices. They can retake classes with low grades, improve their portfolio, and then reapply. They can pursue a Bachelor of Science in Technology Management with an emphasis in Digital Media without financial consequences or loss of time. Or they can transfer the majority of their credits toward the AAS in Digital Communication Technology.

Student Advisement

The School of Technology and Computing currently employs two dedicated advisors for Digital Media. These advisors counsel students for the AAS degree and the emphases in the BA degree. They will continue to advise students in the AAS degree, as well as guide students into one of the four new degrees replacing the four emphases.

Justification for Graduation Standards and Number of Credits

The Bachelor of Science in Digital Cinema requires 120 credits to graduate. This includes 35 credits of General Education. The remaining required and elective credits are related to the discipline.

External Review and Accreditation

The Department of Digital Media has an advisory board from industry and education with expertise in audio production, cinema production, animation and games, and web design and development. Input from the board has not only informed the shape of the new proposed degree in Digital Cinema but has also pushed for its creation. This proposed degree and associated courses have been the main focus of the Digital Media curriculum committee since Fall Semester, 2013.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected				
		Year 1	Year 2	Year 3	Year 4	Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	0	25	30	30
Total # of Declared Majors in Proposed Program	-	50	120	170	180	2000
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	31.80	32.05	32.30	32.30	32.30	32.55
Total Department Student FTE (Based on Fall Third Week)	615	618	622	623	623	624
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	19.3	19.3	19.2	19.3	19.3	19.2
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)	NA	NA	NA	NA	NA	NA

Expansion of Existing Program

Digital Media has seen an overall growth in the number of students enrolled as well as the number of graduates from the program. The program is being developed from an area of emphasis to a stand-alone degree to respond to industry and student demand.

Section III: Need

Program Need

The Department of Digital Media is producing generalists with a broad range of skills covering film, audio, animation, and Internet technologies. Employment opportunities in the Digital Cinema field require a greater depth of knowledge than graduates currently have. In order to meet the growing demand for a highly skilled workforce, students need to take more classes in Digital Cinema in place of courses in audio, web, and animation.

Industry experts and the UVU advisory board members have recommended that the technical depth of the program be strengthened by making Digital Cinema a stand-alone degree separate from the previously broad digital media emphasis.

Labor Market Demand

The institution reported that a recent search on the Indeed.com website for the terms "film production, video producer, camera, videographer, video coordinator, video editing, video conferencing, script writer" in the Salt Lake City area pulls up 40 available jobs. The 2010-2020 Employment Projections from the Department of Workforce Services website shows 140 annual openings a year in digital cinema production positions such as writers, directors, editors, cinematographers, and audio visual specialists. A great amount of work in this industry is entrepreneurial or freelance in nature. DGM's relationship with the industry provides a steady stream of internships and jobs. As a result students and graduates who have completed relevant digital cinema classes have an unusual number of screen credits. Mindy Trim, K. Danor Gerald, Stelios Xanthos, and Paul Hunt are typical examples of UVU DGM graduates with these types of screen credits as listed on Internet Movie Database, www.imdb.com, the industry online data base for films, television, and games.

While there is some underemployment in the Utah film industry, UVU anticipates employment growth due the Park City Film Studios being developed in Park City as well as the increased use of "virtual set" technology that is being used at UVU's Wasatch Campus. The proposed program is not necessarily focused on preparing graduates to work specifically for film making, movies, and television shows. The institution reported that 80% of employed graduates work in corporate, industrial, broadcast and documentary settings.

Student Demand

There are currently 215 students in the Digital Cinema emphasis. With the lab space and faculty available DGM has the ability to graduate 30 per year. There is clearly more demand than capacity at this time. With the current Digital Media degree, graduates have too much breadth and not enough depth. For example, students interested in cinematography or production management are still required to take classes in web, animation and audio, which they have stated they don't need or use. Graduates and the advisory board have encouraged DGM to provide greater depth in digital cinema courses, so that students are able to compete for jobs in the marketplace. This need would be met by creating a separate Digital Cinema degree.

Similar Programs

There are several film production/theory programs at other Utah System of Higher Education institutions.

- The University of Utah (U of U) has a BA in Film and Media Arts that offers study in the history, criticism, theory, creative, and theoretical aspects of traditional film. The UVU Digital Cinema degree could be a feeder school in the U of U graduate film program.
- Salt Lake Community College has a related AAS in Film Production Technician and is currently a feeder into the Digital Media Digital Cinema Emphasis.
- Dixie State University has a BA in Communication and New Media with a traditional Film Production Emphasis.

Utah Valley University's focus on digital cinema seeks to create a distinct program by incorporating digital technology deep into the curriculum throughout the four-year program. The program provides instruction in digital workflows from sensor to delivery, whether digital still, motion, animation, interface design, or web.

Collaboration with and Impact on Other USHE Institutions

UVU is currently working with Salt Lake Community College to coordinate the curriculum of their digital cinema courses so they will transfer into the UVU program.

Students transferring from other institutions are evaluated on a case-by-case basis. Schools offering a two-year program would benefit by having a direct path to a four-year degree at UVU.

Benefits

Utah Valley University is currently offering an emphasis in Digital Cinema, which provides graduates to fill the many job opportunities available in the state. The benefit to making this change is that the future graduates will be better prepared to compete for higher paying job opportunities. Higher wages equate to higher taxes for the state coffers making this beneficial to everyone.

Consistency with Institutional Mission

The Utah Board of Regents' Policy R312.4.2.3 states that Utah Valley University, as a teaching institution "prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community." The proposed Digital Cinema degree would allow graduates to become professionally competent people who practice lifelong learning in order to keep up with the latest technology and apply their knowledge to solving problems in the work place.

Section IV: Program and Student Assessment

Program Assessment

The proposed Bachelor of Science in Digital Cinema will produce skilled graduates who demonstrate critical thinking to analyze and propose creative solutions, and apply their foundational knowledge of Digital Cinema to solve real world problems presented in the local community.

The department will internally review student portfolios upon acceptance into the program: after the first two years and again upon graduation. The portfolio review, which occurs before the junior year, will be conducted by a team of faculty who look over the submitted portfolios to make sure the student is capable of success in the upper-division course work. The second review happens during the senior year when students work as a team to provide a solution for a not-for-profit organization. These senior projects are

presented in a showcase at the end of the senior year and evaluated by a team of faculty. By graduation, the students in this degree will have several portfolio pieces from upper division production classes. These can be used for review to see how well graduates are performing in the various areas of digital cinema. This portfolio can also be used in helping students show potential employers their capabilities.

Graduates of the program will demonstrate skills in producing, production management, directing, writing, cinematography, and post-production.

Expected Standards of Performance

Program Goals

1. Write a short narrative film script.
2. Use the sequential approach to film story to analyze and re-write a script.
3. Act in a narrative film.
4. Use grip and lighting equipment to effectively light a narrative scene.
5. Quickly set up a digital cinema camera for the widest dynamic range.
6. Direct and produce a short narrative scene.
7. Edit a corporate/documentary film.
8. Color grade a short narrative film.
9. Take digital cinema narrative assets through the NLE post-production workflow to color grade, edit, and mix sound and final output to specified codec and compression ratios.
10. Break down and budget scripts using industry standard software.
11. Edit a narrative film.
12. Create complete corporate video using latest technologies and processes.
13. Create complete narrative films using latest technologies and processes.
14. Participate in a team to create and present a major narrative film or corporate video for a non-profit organization.
15. Complete an industry internship.

Goal Measurement

1. Success of each student is monitored at the end of every course at the upper division level with a portfolio piece. Each portfolio piece becomes a part of their full portfolio. The final portfolio is used to help the student get a job and as a summative assessment item.
2. Evaluation is conducted to assure success in student learning.
3. Employers are surveyed to determine quality of program graduates

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget - Prior to New Program Implementation	Departmental Budget					
		Year 1 (2015-16)		Year 2 (2016-17)		Year 3 (2017-18)	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget

Personnel Expense							
Salaries & Wages	\$1,086,664	\$6,563	\$1,093,227	\$13,650	\$1,100,314	\$26,026	\$1,112,690
Benefits	\$521,762	\$696	\$522,458	\$1,447	\$523,209	\$9,811	\$531,573
Total Personnel Expense	\$1,608,426	\$7,258	\$1,615,684	\$15,097	\$1,623,523	\$35,837	\$1,644,263
Non-personnel Expense							
Travel	\$0	\$0	\$0	\$0	\$0	\$1,000	\$1,000
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$30,000	\$1,000	\$31,000	\$1,000	\$31,000	\$2,500	\$32,500
Total Non-personnel Expense	\$30,000	\$1,000	\$31,000	\$1,000	\$31,000	\$3,500	\$33,500
Total Expense (Personnel + Current)	\$1,638,426	\$8,258	\$1,646,684	\$16,097	\$1,654,523	\$39,337	\$1,677,763
Departmental Funding							
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 5
Appropriated Fund	\$1,638,426	\$8,258	\$1,646,684	\$16,097	\$1,654,523	\$39,337	\$1,677,763
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees/Differential Tuition							
Total Revenue	\$1,638,426	\$8,258	\$1,646,684	\$16,097	\$1,654,523	\$39,337	\$1,677,763
Difference							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$89		\$89		\$89		\$90

Funding Sources

In addition to the tuition revenue from enrollment, funding for this program will be prioritized high for allocation from Acute Equity legislative appropriation to provide program offerings to meet regional need in STEM programs.

Reallocation

No funds will need to be reallocated for this new degree.

Impact on Existing Budgets

The existing budget will fund the current faculty, labs, and adjuncts. The current number of graduates can still be sustained. The goal of creating a new Bachelor of Science in Digital Cinema is to change the requirements so students can take more depth classes and fewer breath classes.

Section VI: Program Curriculum

Course Prefix and Number	Title	Credit Hours
General Education Courses		
ENGL1010	Introduction to Writing	3
ENGL 2010 or ENGL 2020	Intermediate Writing--Humanities/Social Sciences Intermediate Writing--Science and Technology	3
MATH 1030 MATH 1040 MATH 1050	Quantitative Reasoning (recommended for Humanities or Arts majors) (3.0) Introduction to Statistics (recommended for Social Science majors) (3.0) College Algebra (recommended for Business, Education, Science, and Health Professions majors) (4.0)	3
HIST 2700 & HIST 2710 or HIST 1700 or HIST 1740 or POLS 1000 or POLS 1100	US History to 1877 and US History since 1877 American Civilization US Economic History American Heritage American National Government	3
PHIL 2050	Ethics and Values	3
HLTH 1100 or PES 1097	Personal Health and Wellness Fitness for Life	2
Biology		3
Physical Science	ASTR 1040 Elementary Astronomy recommended	3
Additional Biology or Physical Science		3
Humanities Distribution	ENGL 2200 Introduction to Literature or ENGL 2130 Science Fiction recommended	3
Fine Arts Distribution	THEA 1023 Suggested Introduction to Film recommended	3
Social/Behavioral Science	MGMT 1010 Introduction to Business recommended	3
	Sub-Total	35

Discipline Core Requirements (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
DGM 1110	Digital Media Essentials I	4
DGM 1061	Motion Picture Editing	3
DGM 1510	Film Production Analysis	3
DGM 1520	Corporate and Documentary Production	3

Course Prefix and Number	Title	Credit Hours
DGM 2110	Digital Motion Picture Essentials	3
DGM 2130	Digital Audio Essentials	3
DGM 2320	Digital Photography and Compositing I	3
DGM 2440	Sound for Film and Television	3
DGM 2540	Cinematography I	3
DGM 2660	Digital Storyboarding	3
DGM 3110 or DGM 3550	Corporate Issues in Digital Media or Producing I	3
DGM 312G	Digital Media for Intercultural Communication	3
COMP 301R	Digital Lecture Series	1
DGM 3220 or DGM 3530	Digital Media Project Management or Digital Film Production Management	3
DGM 351R	Digital Broadcasting	3
DGM 3540	Cinematography II	3
DGM 3560	Post Production	3
DGM 3570	Digital Story Telling Workshop	3
DGM 3580	Digital Cinema Production Workshop	3
DGM 4310	Senior Projects I	3
DGM 4410	Senior Project II	3
DGM 4560	Color Grading	3
Sub-Total		65

Electives – 20 hours

Course Prefix and Number	Title	Credit Hours
Take 20 credits from the following including six upper division credits.		
DGM 2340	Digital Output (3.0)	
DGM 2210	3D Modeling and Animation Essentials (4.0)	
THEA 2741	Scriptwriting I (3.0)	
ACC 2010	Financial Accounting (3.0)	
ACC 2020	Managerial Accounting (3.0)	
ACC 3000	Financial Managerial and Cost Accounting Concepts (3.0)	
MGMT 3170	Entrepreneurship (3.0)	
MGMT 3180	Small Business Development (3.0)	
MGMT 3190	Entrepreneurship Financing Ventures (3.0)	
THEA 3741	Script Writing II (3.0)	
DGM 3320	Digital Photography and Compositing II (3.0)	
THEA 3113	Acting for Film (3.0)	
THEA 3614	Directing Actors for the Screen (3.0)	
THEA 3563	Art Direction for Film (3.0)	
THEA 3612	Directing Actors for Stage II (3.0)	
THEA 3611	Directing Actors for Stage I (3.0)	
THEA 374R	New Script Workshop (3.0)	
DGM 481R	Internship (1.0)	

Course Prefix and Number	Title	Credit Hours
DGM 4630	Visual Effects and Compositing I (4.0)	
DGM 454R	Cinematography Workshop (3.0)	
MGMT 4300	Entrepreneurship Business Planning (3.0)	
THEA 4741	Script Writing III (3.0)	
	Subtotal	20
	Degree Total	120

Program Schedule for Digital Cinema

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 1110	Digital Media Essentials	4
THEA 1023	Introduction To Film (Fine Arts Distribution)	3
DGM 1061	Motion Picture Editing	3
DGM 1510	Film Production Analysis	3
MATH 1040	Introduction to Statistics	3
	Semester total:	16
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 1520	Corporate & Documentary Production	3
DGM 2130	Digital Audio Essentials	3
DGM 2320	Digital Photography and Compositing I	3
ENGL 1010	Intro to Writing	3
MGMT 1010	Introduction to Business (Social/Behavioral Science Distribution)	3
	Semester total:	15

Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 2010	Intermediate Writing	3
DGM 2110	Digital Motion Picture Essentials	3
DGM 2660	Digital Storyboarding	3
ASTR 1040	Elementary Astronomy (Physical Science Distribution)	3
	Semester total:	12
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 2440	Sound for Film and Television	3

	Biology	3
ENG 2200	Introduction to Literature (Humanities Distribution)	3
HIST 1700	American Civilizations	3
DGM 2540	Cinematography I	3
	Semester total:	15

Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
	Elective	3
PHIL 2050	Ethics and Values	3
DGM 3540	Cinematography II	3
DGM 3530 or DGM 3220	Digital Film Production Management or Digital Media Project Management	3
DGM 3570	Digital Story Telling Workshop	3
	Semester total:	15
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
	Elective	4
	Elective	3
DGM 351R	Digital Broadcasting	3
DGM 3580	Digital Cinema Production Workshop	3
COMP 301R	Digital Lecture Series	1
HLTH 1100	Personal Health and Wellness	2
	Semester total:	16

Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 4310	Senior Projects I	3
DGM 3560	Post Production	3
DGM 312G	Digital Media for Intercultural Communication	3
	Elective	3
	Elective (Upper Division)	4
	Semester total:	16

Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 4410	Senior Projects II	3
DGM 4560	Color Grading	3
DGM 3550 or DGM 3110	Producing I or Corporate Issues in Digital Media	3
	Elective (Upper Division)	3
	Biology or Physical Science	3
	Semester total:	15

Section VII: Faculty

Thor Anderson Ph.D. in Instructional Technology, Utah State University
 Trudy Christensen Ph.D. in Instructional Psychology and Technology, BYU
 Paul Cheney Ph.D. in Instructional Technology, University of Virginia
 Li Liu Ph.D. in Computer Science, University of Alabama
 Rodayne Esmay MFA in Illustration, Syracuse University
 Anthony Romrell MFA in Animation, Utah State University
 Marty Clayton MFA in 2D and 3D Animation, Savannah College of Art and Design
 Arlen Card MA in Music, Brigham Young University
 Mike Wisland . MS in Electrical Engineering Digital Signal Processing, Missouri Institute of Science & Technology
 Mike Harper MS in Geography Education, Utah State University
 Kim Brown MA in Instructional Technology, Utah State University
 Dennis Lisonbee MA in Communication, Brigham Young University
 Robert Trim MBA in Business, University of Phoenix
 Duane Andersen MFA in Art, State University of New York at Buffalo

Program Description – Full Template
Utah Valley University
Bachelor of Science in Web Design and Development with emphases in Web and App Development
and Interaction and Design

Section I: The Request

The Digital Media Department in the School of Technology and Computing at Utah Valley University (UVU) requests approval to offer a Bachelor of Science (BS) in Web Design and Development with emphases in Web and App Development and Interaction and Design effective Fall Semester, 2015. This program was approved by the UVU Board of Trustees on December 4, 2014.

Section II: Program Description

Complete Program Description

Web Design and Development fuses together the design, development, and delivery of rich media content through the medium of the Internet to hand held mobile devices as well as desktop computers. The curriculum integrates these digital mediums to entertain, educate, and communicate ideas and information through meaningful human interaction. This program provides motivated and dedicated students the opportunity to work with professionally active faculty members committed to the future of digital disciplines. In addition to proposing a new degree in Web Design and Development, The Department of Digital Media is also proposing new degree programs in Digital Audio, Digital Cinema, and Animation and Games.

Purpose of Degree

The current emphasis in Internet Technologies within the Digital Media Degree program available at UVU provides students with a broad set of skills related to designing and developing for Internet delivered content and applications. Recent graduates, board members, and constant innovation in the field now require graduates who have more depth and less breadth. In order to accommodate this change, a new degree program that does not share core classes with other Digital Media emphasis area (Audio Production, Cinema Production, and Gaming and Animation) is needed.

While growth may be a possibility as additional resources become available, the overriding reason for this change is the preparedness level of the students that can currently be handled with existing resources (faculty, staff, labs).

Institutional Readiness

The Web Design and Development degree program will stay within the current Digital Media Department at UVU. No additional administrative support will be needed. The delivery of undergraduate courses will continue in its current form. In order to accommodate the current student enrollment demand, faculty members are already expanding the online and blended course offerings to take advantage of limited lab space.

The Utah Cluster Acceleration Partnership Executive Summary released in 2011 identifies the global need for more digitally created content. The digital media industry is constantly changing with advancements in technology, changing consumer preferences, and the innovations of creators and artists. Utah Valley University has led the Utah Cluster Acceleration Partnership as the primary convener. Students in the Digital Media Department learn to create digital media content to fill the demand for more digitally created

and delivered content. A majority of digital media content is instantly made available throughout the worldwide infrastructure of the Internet, making virtually all-digital media companies global in nature and directly impacted by worldwide markets. Approval of a new bachelor's degree in Web Design and Development will better prepare UVU students to meet this growing demand. The Cluster Acceleration Partnership has been authorized and sponsored by the Utah System of Higher Education, the Utah Department of Workforce Services, and the Utah Governor's Office of Economic Development.

The Bachelor of Science in Digital Media with its four emphasis areas will still be offered to students who enter Digital Media before Fall Semester, 2015. Students enrolling at the university have seven years to complete a degree before they must switch to a newer catalog. Since no classes taught under the current Digital Media degree are being discontinued, students can either continue to earn a degree in Digital Media with an emphasis or they can elect to switch to one of the four new degree programs.

Digital Media has two dedicated advisors who have been part of the planning process to create the new degree from a previous emphasis. They will be able to guide students through the transition process and work with the DGM faculty to make any class substitutions when necessary.

Departmental Faculty

The faculty of the UVU Digital Media department are committed to teaching students the latest Internet Technology skills. In order to accomplish this, many of them are participating in their field professionally.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	2		2
Full-time Non-Tenured	2		2
Part-time Tenured			
Part-time Non-Tenured	1		1
With Master's Degrees			
Full-time Tenured	7	0.75	7.75
Full-time Non-Tenured	3		3
Part-time Tenured			
Part-time Non-Tenured	7		7
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			0
Part-time Tenured			
Part-time Non-Tenured	17		17
Other			

Full-time Tenured			0
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	16		16
Total Headcount Faculty			
Full-time Tenured	9	0.75	9.75
Full-time Non-Tenured	5	0	5
Part-time Tenured	0		0
Part-time Non-Tenured	41	0	41
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	55	0.75	55.75

Staff

No additional support staff will be required for the first five years. Additional adjunct instructors will be added as the department expands the online course offerings.

Library and Information Resources

The Utah Valley University Library cultivates a dynamically changing collection of eBooks, videos, streamed videos, and books that relate to computer technologies. Digital Media (DGM) themed holdings are a subset of such a collection. As the influence of technology continues to expand, UVU Library's DGM collection development will match its content and direction. Interestingly enough, DGM technology itself is transforming the library media that describe it, insomuch that much of the current collection of print books and hard media is giving way to a wave of DGM items represented by eBook, streamed video, and web content. This transition is accentuated by the preferences of the average DGM information patron, which enjoys (and often prefers) information that is instantly available over the internet.

DGM related items in the UVU collection span many technologies and professional practices. Major categories of DGM information topics and sources include (but are not limited to) audio recording and sound mixing technologies, pre and post production of audio, music video, TV and movie production, filmmaking, gripology, game animation techniques and practices, animation technologies (Adobe Flash, etc.), 3-D modeling, web development best practices, HTML5, DVD authoring, mobile device programming, server side programming languages (such as PHP), and e-learning.

Initial "one-stop-shopping" for articles/books/videos relating to Digital Media can be done by means of the UVU Library website's OneSearch feature, which allows a single search to simultaneously span multiple databases and includes a search of the library catalog's books, eBooks, and videos. (Each individual database can also be searched within the scope of the respective database website.)

There is also much access to DGM periodical database articles at the library. The IEEE Xplore Digital Library Database provides access to approximately 5083 journal titles, conference proceedings, technical standards, eBooks, and educational courses. The Association for Computing Machinery (ACM) Digital

Library Database provides access to approximately 20 DGM related journal titles. And the Computer Source Database provides access to approximately 254 DGM related journal titles.

Full text access to the thousands of journal articles is licensed to UVU library patrons. Nevertheless, off-campus web access to library patrons is enabled by means of an LDAP login authentication layer that is enforced by the UVU Library EZProxy server.

The Library catalog contains print books, eBooks (Safari, NetLibrary, EBSCO and eBrary), videos (DVD, Blue Ray, VHS), as well as databases of streamed video (Films on Demand, American History in Video, etc.). Most materials for DGM are covered in the Library of Congress call number area QA76 (Computer Science). Other significant call numbers are: HF5718 (Multimedia in Business), MT723 (MP3, Digital Audio, MIDI, etc.), N7433 (Computer Art), TK6680 (Digital Video), and TR897 (Computer Graphics/Animation). Additional call numbers may apply as this subject is given attention by numerous minor subject areas.

Current catalog holdings are estimated as follows:

DGM related books:	300
DGM related eBooks:	400
DGM related videos:	30
DGM related streamed videos:	20

A patron may often seek information (articles, books, etc.) that are not directly owned or licensed by UVU Library. In such cases, a desired item may be accessed from other libraries throughout the United States by means of the Interlibrary Loan Service (ILL). A requested article full text is emailed to a requester within one business day. Print books are generally located, received, and made available within seven business days. In addition, UVU Library patrons have access to check out items from partner libraries of higher education in the Utah/Idaho/Nevada area (Brigham Young University, University of Utah, Utah State University, etc.) by means of a Utah Academic Library Consortium (UALC) agreement.

Mark Stevens is currently the UVU liaison librarian for faculty and student support for Information Technologies and Digital Media. He can be contacted for additional information:

Mark Stevens MS/CS, MS/MLIS
UVU Systems Librarian
800 W University Pkwy LI 319c
Orem, Utah 84058-5999
801-863-8155 (office)

Admission Requirements

There are no matriculation requirements for students to take undergraduate classes in the proposed Bachelor of Science in Web Design and Development other than the admission requirements established by the institution. However, enrollment in upper level courses is limited by the available lab space. After the second year, students will be required to submit a portfolio of their work to be reviewed by the faculty prior to advancing into upper-division coursework in the four-year program. This restriction is necessary due to the limited number of faculty and lab space available. Students who do not meet the portfolio standards have several choices. They can retake classes with low grades, improve their portfolio, and then reapply. They can pursue a Bachelor of Science in Technology Management with an emphasis in Digital Media

without financial consequences or loss of time. Or they can transfer the majority of their credits toward the Associate of Applied Science (AAS) in Digital Communication Technology.

Student Advisement

The School of Technology and Computing currently employs two dedicated advisors for Digital Media. These advisors counsel students for the AAS degree and the four emphasis areas in the BS degree. They would continue to advise students in the AAS degree, as well as guide students into one of the four new degrees replacing the four emphasis areas.

Justification for Graduation Standards and Number of Credits

The Bachelor of Science in Web Design and Development requires 120 credits to graduate. This includes 35 credits of general education. The remaining required and elective credits are related to the discipline.

External Review and Accreditation

The Department of Digital Media has an advisory board from industry and education with expertise in Audio Production, Cinema Production, Animation and Games, and Web Design and Development. Input from the board has not only informed the shape of the new proposed degree in Web Design and Development but has also pushed for its creation. This proposed degree and associated courses have been on the main focus of the Digital Media curriculum committee since Fall Semester, 2013.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected				
		Year 1	Year 2	Year 3	Year 4	Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	0	20	25	30
Total # of Declared Majors in Proposed Program	-	30	110	150	160	180
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	31.80	32.05	32.30	32.30	32.30	32.55
Total Department Student FTE (Based on Fall Third Week)	615	618	622	623	623	624
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	19.3	19.3	19.2	19.3	19.3	19.2

Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)	NA	NA	NA	NA	NA	NA
--	----	----	----	----	----	----

Expansion of Existing Program

Digital Media has seen an overall growth in the number of students enrolled as well as the number of graduates from the program. The program is being developed from an area of emphasis to a stand-alone degree to respond to industry and student demand.

Section III: Need

Program Need

The Department of Digital Media is producing generalists with a broad range of skills covering film, audio, animation, and Internet technologies. Employment opportunities in the Web Design and Development field require a greater depth of knowledge than graduates currently have. In order to meet the growing demand for a highly skilled workforce, students need to take more classes in Web Design and Development in place of courses in audio, cinema, and animation.

Labor Market Demand

The institution reported that a recent search on the Indeed.com website for the term "web design" in the Salt Lake City area pulls up over 450 available jobs. A search for "web design" on the Department of Workforce Services for Utah website resulted in 484 available positions. The 2010-2020 Employment Projections from the Department of Workforce Services website shows a 3.4 growth rate for web developers. The Bureau of Labor Statistics shows the median annual wage for web developers is \$62,500 in 2012, and employment opportunities for web developers is projected to grow 20 percent from 2012 to 2022, faster than the average for all occupations. Demand will be driven by the growing popularity of mobile devices and ecommerce.

Student Demand

There are currently 140 students in the Internet Technologies emphasis. With the lab space and faculty available UVU has the ability to graduate 28 students per year in the proposed program. There is clearly more demand than capacity at this time. With the current Digital Media Degree, graduates have too much breadth and not enough depth. For example, students interested in developing apps for mobile phones are still required to take classes in animation and in audio, which they have stated they don't need or use. Graduates, and the advisory board, have encouraged the Digital Media Department to provide greater depth in courses so that students are able to compete for jobs in the marketplace. This need would be met by creating a separate Web Design and Development degree.

Similar Programs

This program at UVU is the only four-year program dedicated to Web Design and Development requiring 85 credits in the content area. Other institutions in Utah offer similar programs in related fields, but they required fewer credits in the content area.

Southern Utah University has three courses in Web Design (3250, 4250, 4300) offered by the Art department. They do not have a degree in this area.

The University of Utah does not have a Web Design degree or any classes with Web or Internet in the titles.

Utah State University has four Web Design courses from four different programs. They also have a two-year IT Support and Web Development degree.

Salt Lake Community College has a two-year Web Design emphasis in their Visual Art & Design AAS degree. This emphasis requires 22 credits related to Web Design.

Weber State has Web Design courses in their Network Management Technology minor. They also have a Web Design track offered by their Art department.

Snow College has an AAS degree in Desktop Publishing/Web Design. This two-year AAS only has two courses about web design (BT1801 & BT2120).

Dixie State University has a Bachelor of Arts in Communication and New Media with four classes related to Internet and web development.

The new BS in Web Design and Development at Utah Valley University will require 85 credits specific to learning web application design and development, responsive mobile web design and development, digital magazine publishing, user experience design, content management systems, and virtual reality authoring. Additionally, students will learn markup, server and client side scripting, source code version control and Frameworks, Javascript, and other emerging technologies.

Collaboration with and Impact on Other USHE Institutions

Utah Valley University currently has an agreement with Snow College to accept their courses into its program. Students transferring from other intuitions are evaluated on a case-by-case basis. Schools offering a two-year program would benefit by having a direct path to a four-year degree at UVU.

Benefits

Utah Valley University is currently offering an emphasis in Internet Technologies, which provides graduates to fill the many job opportunities available in the state. The benefit to making this change is that future graduates will be more prepared to compete for higher paying job opportunities. Higher wages equate to higher taxes for the state coffers and everyone wins.

Consistency with Institutional Mission

The Utah Board of Regents' Policy R312.4.2.3 states that Utah Valley University, as a teaching institution "prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community." The proposed Web Design and Development degree would allow graduates to become professionally competent people who practice lifelong learning in order to keep up with the latest technology and apply their knowledge to solving problems in the workplace.

Section IV: Program and Student Assessment

Program Assessment

The proposed Bachelor of Science in Web Design and Development will produce skilled graduates who demonstrate critical thinking to analyze and propose creative solutions, and apply their foundational knowledge of Web Design and Development to solve real world problems presented in UVU's local community.

The department will internally review student portfolios upon acceptance into the program: after the first two years and again upon graduation. The portfolio review which occurs before the junior year will be conducted by a team of faculty who look over the submitted portfolios to make sure the student is capable of success in the upper-division course work. The second review happens during the senior year when student work as a team to provide a solution for a not-for-profit organization. These senior projects are presented in a showcase at the end of the senior year and evaluated by a team of faculty.

By graduation, the students in this degree will have a website showing a portfolio piece from each upper division class. These can be used for review to see how well graduates are performing in the various areas of Web Design and Development. This portfolio can also be used in helping students show potential employers their capabilities.

Graduates of the program will demonstrate skills in application development for mobile devices, responsive web design and development, building digital assets, digital magazine publishing, and user experience design.

Expected Standards of Performance

Program Goals

1. Markup a website using semantically appropriate HTML5 tags.
2. Use media queries and mobile first design to create responsive page templates.
3. Use a custom, responsive template to build a site in multiple content management systems.
4. Photograph and assemble both object and panoramic virtual reality experiences.
5. Build single page web and mobile applications using JavaScript Frameworks.
6. Implement API endpoints and connect to data stores with Serverside Languages.
7. Implement user experience design strategies to build applications and web sites that lead to a call to action.
8. Design simple and understandable user interfaces and interactions for desktop, mobile, and web.
9. Design and build digital publications using video, audio, photographic, and textual assets which can be published as digital magazines.
10. Create complete rich internet applications using the latest technologies and processes.
11. Participate in a team to create and present a major project for a non-profit organization.

Goal Measurement

1. Success of each student is monitored at the end of every course at the upper division level with a portfolio piece. These portfolio pieces are collected and saved for future evaluation.
2. Evaluation is conducted to assure success in student learning.
3. Employers are surveyed to determine quality of program graduates.

Each course has a final project that becomes a piece in their portfolio. The final portfolio is used to help the student get a job and as a summative assessment item.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget - Prior to New Program Implementation	Departmental Budget					
		Year 1 (2015-16)		Year 2 (2016-17)		Year 3 (2017-18)	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries & Wages	\$1,086,664	\$6,563	\$1,093,227	\$13,650	\$1,100,314	\$26,026	\$1,112,690
Benefits	\$521,762	\$696	\$522,458	\$1,447	\$523,209	\$9,811	\$531,573
Total Personnel Expense	\$1,608,426	\$7,258	\$1,615,684	\$15,097	\$1,623,523	\$35,837	\$1,644,263
Non-personnel Expense							
Travel	\$0	\$0	\$0	\$0	\$0	\$1,000	\$1,000
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$30,000	\$1,000	\$31,000	\$1,000	\$31,000	\$2,500	\$32,500
Total Non-personnel Expense	\$30,000	\$1,000	\$31,000	\$1,000	\$31,000	\$3,500	\$33,500
Total Expense (Personnel + Current)	\$1,638,426	\$8,258	\$1,646,684	\$16,097	\$1,654,523	\$39,337	\$1,677,763
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5	Year 5
Appropriated Fund	\$1,638,426	\$8,258	\$1,646,684	\$16,097	\$1,654,523	\$39,337	\$1,677,763
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees/Differential Tuition							
Total Revenue	\$1,638,426	\$8,258	\$1,646,684	\$16,097	\$1,654,523	\$39,337	\$1,677,763
Difference							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for “current” and using the same Cost Study Definition for “projected”)	\$89		\$89		\$89		\$90

Funding Sources

In addition to the tuition revenue from enrollment, funding for this program will be prioritized high for allocation from Acute Equity legislative appropriation to provide program offerings to meet regional need in STEM programs.

Reallocation

No funds will need to be reallocated for this new degree.

Impact on Existing Budgets

The existing budget will fund the current faculty, labs, and adjuncts. The current number of graduates can still be sustained. The goal of creating a new Bachelor of Science in Web Design and Development is to change the requirements so students can take more depth classes and fewer breath classes.

Section VI: Program Curriculum

Course Prefix and Number	Title	Credit Hours
General Education Courses		
ENGL 1010	Introduction to Writing	3
ENG 2010 or ENGL 2020	Intermediate Writing--Humanities/Social Sciences or Intermediate Writing--Science and Technology	3
MATH 1030	Quantitative Reasoning (recommended for Humanities or Arts majors)	3
MATH 1040	Introduction to Statistics (recommended for Social Science majors)	
MATH 1050	College Algebra (recommended for Business, Education, Science, and Health Professions majors)	
HIST 2700 & HIST 2710 or HIST 1700 or HIST 1740 or POLS 1000 or POLS 1100	US History to 1877 and US History since 1877 American Civilization US Economic History American Heritage American National Government	3
PHIL 2050	Ethics and Values	3
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2
Biology		3
Physical Science		3
Additional Biology or Physical Science		3
Humanities Distribution		3
Fine Arts Distribution		3
Social/Behavioral Science		3
	Sub-Total	35

Discipline Core Requirements

Course Prefix and Number	Title	Credit Hours
Required Courses		
ART 1420*	Introduction to Graphic Design	3
COMP 301R	Digital Lecture Series	1
DGM 1110	Digital Media Essentials I	4
DGM 2120	Web Essentials	3
DGM 2240	Interaction Design	3
DGM 2250	Principles of Digital Design	3
DGM 2271	Digital Design I	3
DGM 3110	Corporate Issues in Digital Media	3
DGM 312G	Digital Media for Intercultural Communication	3
DGM 3220	Digital Media Project Management	3
DGM 3271	Digital Design II	3
DGM 3750	Media Traffic and Analytics	3
DGM 4000	Writing for Digital Media	3
DGM 4310	Senior Projects I	3
DGM 4410	Senior Projects II	3
Sub-Total		44

Required Courses for Interaction and Design Emphasis (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses for Interaction and Design EMPHASIS		
ART 1410*	Typography I	3
DGM 2341	Digital Output for Mobile Media	3
DGM 2260	Immersive Authoring I	3
DGM 2270	Digital Publishing I	3
DGM 3261	Authoring for Virtual Reality Experiences	3
DGM 3240	Interaction Design Colloquium	3
DGM 3260	Immersive Authoring II	3
DGM 3270	Digital Publishing II	3
DGM 3280	Authoring for Adaptive Media I	3
DGM 4610	Designing Technology-based Training	3
Sub-Total		30
Emphases Electives for Interaction and Design Emphasis—Complete 11 credits from the following:		
DGM 1600	Introduction to Scripting (3.0)	
DGM 2320	Digital Photography and Compositing I (3.0)	
DGM 2280	Digital Effects I (3.0)	
DGM 320R	Advanced Topics in Digital Media Design (1.0)	
DGM 3320	Digital Photography and Compositing II (3.0)	
DGM 4280	Authoring for Adaptive Media II (3.0)	
DGM 4620	Producing Technology-based Training (3.0)	
DGM 2760	Web Languages I (3.0)	
Sub-Total		11

Required Courses for Web and Application Development Emphasis

Course Prefix and Number	Title	Credit Hours
Required Courses		
DGM 1600	Introduction to Scripting	3
DGM 2740	Principles of Web Languages	3
DGM 2760	Web Languages I	3
DGM 2780	Web Tools and Frameworks I	3
DGM 3740	Web Content Management	3
DGM 3760 or INFO 3422	Web Languages II or PHP Web Application Development	3
DGM 3780	Web Tools and Frameworks II	3
DGM 3790	Rich Internet Application Development I	3
DGM 4790	Rich Internet Application Development II	3
Sub-Total		27
Emphases Electives for Web and Application Development Emphasis—Complete 14 credits from the following:		
CS 1400 or INFO 1200	Fundamentals of Programming (3.0) or Computer Programming I for IS/IT (3.0)	
CS 1410 or INFO 2200	Object-Oriented Programming (3.0) or Computer Programming II for IS/IT	
CS 2420	Introduction to Algorithms and Data Structures (3.0)	
DGM 2260	Immersive Authoring I (3.0)	
DGM 2270	Digital Publishing I (3.0)	
DGM 2341	Digital Output for Mobile Media (3.0)	
DGM 3261	Authoring for Virtual Reality Experiences (3.0)	
DGM 3280	Authoring for Adaptive Media I (3.0)	
DGM 4280	Authoring for Adaptive Media II (3.0)	
Sub-Total		14

*As an agreement between the Digital Media Department and the Art Department, The Web Design and Development degree will require ART 1420 Introduction to Graphic Design (no prerequisites) and ART 1410 Typography and Layout I. ART 1410 has two prerequisites: ART 1120 2-D Design and ART 1400 Graphic Computer Applications. These prerequisites will be substituted for DGM students with the alternate prerequisites of DGM 1110 and DGM 2250.

Program Schedule for Web Design and Development > Web and Application Development Emphasis

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ART 1420	Introduction to Graphic Design	3
DGM 1110	Digital Media Essentials I	4
MATH 1030 MATH 1040 MATH 1050	Quantitative Reasoning Introduction to Statistics College Algebra	3
American Institutions	See List	3

Fine Arts	See List	3
	Semester total:	16
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 2120	Web Essentials	3
DGM 2240	Interaction Design	3
DGM 2250	Principles of Digital Design	3
ENGL 1010	Introduction to Writing	3
DGM Elective	See List	3
	Semester total:	15

Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 2271	Digital Design I	3
DGM 1600	Introduction to Scripting	3
ENGL 2010 or ENGL 2020	Intermediate Writing – Humanities/Social Sciences Intermediate Writing – Science and Technology	3
DGM Elective	See List	3
HLTH 1100 or PES 1097	Personal Health and Wellness Fitness for Life	2
	Semester total:	14
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 2740	Principles of Web Languages	3
DGM 2760	Web Languages I	3
DGM 2780	Web Tools and Frameworks I	3
Biology	See List	3
Social/Behavioral Science	See List	3
	Semester total:	15

Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
PHIL 2050	Ethics and Values	3
DGM 3740	Web Content Management	3
DGM 3760 or INFO 3422	Web Languages II or PHP Web Application Development	3

DGM 3780	Web Tools and Frameworks II	3
DGM 3790	Rich Internet Application Development I	3
	Semester total:	15
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 3110	Corporate Issues in Digital Media	3
DGM 3220	Digital Media Project Management	3
DGM 3271	Digital Design II	3
DGM 3750	Media Traffic and Analytics	3
DGM 4790	Rich Internet Application Development II	3
	Semester total:	15

Fall of Forth Year (Course Prefix and Number)	Course Title	Credit Hours
DGM Elective	See List	2
Biology or Physical Science	See List	3
COMP 301R	Digital Lecture Series	1
DGM 312G	Digital Media for Intercultural Communication	3
DGM 4310	Senior Projects I	3
DGM 4000	Writing for Digital Media	3
	Semester total:	15
Spring of Forth Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 4410	Senior Projects II	3
Physical Science	See List	3
Humanities	See List	3
DGM Elective	See List	3
DGM Elective	See List	3
	Semester total:	15

Program Schedule for Web Design and Development > Interaction and Design Emphasis

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
Art 1420	Introduction to Graphic Design	3

DGM 1110	Digital Media Essentials I	4
MATH 1030	Quantitative Reasoning	3
MATH 1040	Introduction to Statistics	
MATH 1050	College Algebra	
American Institutions	See List	3
Fine Arts	See List	3
	Semester total:	16
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ART 1410	Typography I	3
DGM 2120	Web Essentials	3
DGM Elective	DGM Elective See List	2
Humanities	Humanities See List(choose one)	3
ENGL 1010	Intro to Writing	3
	Semester total:	14

Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 2240	Interaction Design	3
DGM 2271	Digital Design I	3
DGM 2341	Digital Output for Mobile Media	3
DGM Elective	See List	3
Biology	See List	3
	Semester total:	
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 2260	Immersive Authoring I	3
DGM 2270	Digital Publishing I	3
DGM 2250	Principles of Digital Design	3
Biology or Physical Science	See List	3
Social or Behavioral Science	See List	3
	Semester total:	15

Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
--	---------------------	-------------------------

DGM 3261	Authoring for Virtual Reality Experiences	3
DGM 3240	Interaction Design Colloquium	3
DGM 3260	Immersive Authoring II	3
COMP 301R	Digital Lecture Series	1
ENGL 2010 or ENGL 2020	Intermediate Writing – Humanities/Social Sciences Intermediate Writing – Science and Technology	3
HLTH 1100 or PES 1097	Personal Health and Wellness Fitness for Life	3
	Semester total:	16
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 3270	Digital Publishing II	3
DGM 3271	Digital Design II	3
DGM 3280	Authoring for Adaptive Media I	3
DGM 3110	Corporate Issues in Digital Media	3
DGM 3220	Digital Media Project Management	3
	Semester total:	15

Fall of Forth Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 4310	Senior Projects I	3
DGM 3750	Media Traffic and Analytics	3
DGM 4610	Designing Technology-based Training	3
DGM 4000	Writing for Digital Media	3
DGM Elective	See List	3
	Semester total:	15
Spring of Forth Year (Course Prefix and Number)	Course Title	Credit Hours
DGM 4410	Senior Projects II	3
Physical Science	See List	3
DGM 312G	Digital Media for Intercultural Communication	3
PHIL 2050	Ethics and Values	3
DGM Elective	See List	3
	Semester total:	15

Section VII: Faculty

Thor Anderson Ph.D. in Instructional Technology, Utah State University
Trudy Christensen Ph.D. in Instructional Psychology and Technology, BYU
Paul Cheney Ph.D. in Instructional Technology, University of Virginia
Li Liu Ph.D. in Computer Science, University of Alabama
Rodayne Esmay MFA in Illustration, Syracuse University
Anthony Romrell MFA in Animation, Utah State University
Marty Clayton MFA in 2D and 3D Animation, Savannah College of Art and Design
Arlen Card MA in Music, Brigham Young University
Mike Wisland . MS in Electrical Engineering Digital Signal Processing, Missouri Institute of Science & Technology
Mike Harper MS in Geography Education, Utah State University
Kim Brown MA in Instructional Technology, Utah State University
Dennis Lisonbee MA in Communication, Brigham Young University
Robert Trim MBA in Business, University of Phoenix

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Science in Entrepreneurship and Discontinuation of Emphasis in Entrepreneurship within the Bachelor of Science in Business Management

Issue

Utah Valley University (UVU) requests approval to offer a new Bachelor of Science in Entrepreneurship and to discontinue the Emphasis in Entrepreneurship within the Bachelor of Science in Business Management effective Fall Semester, 2015. The new Bachelor of Science in Entrepreneurship and the discontinuation of the emphasis were approved by the UVU Board of Trustees on December 4, 2014.

Background

The proposed program is designed to be completed in 120 credit hours and incorporates service learning, new business development, and within-firm business development to help students develop entrepreneurial skills. Graduates will be prepared to start their own businesses as well as have a foundation for new business development within existing organizations. The existing emphasis in entrepreneurship has been well received and UVU now wishes to move it from an emphasis to a full program major.

To gauge student and labor market demand, the institution surveyed students, alumni, and local businesses. Because reports showing occupational projections from the Utah Department of Workforce Services (DWS) do not have a category for entrepreneurs, surveying students and local businesses provides an indication of program need over DWS labor market indicators that are often used for program need assessment.

The institution surveyed 390 undergraduate students of all majors in UVU's Woodbury School of Business (WSB) and found that 43.6% were interested in an entrepreneurship major, with 21.3% absolutely interested. This finding is supported by students' intention to start businesses, where 32.2% indicated they strongly believe they will start a business within five years, and where 84.6% indicated a positive inclination to do so.

The findings of current students were supported by a survey of over 110 WSB alumni from all business

majors. Asked if they could go back and complete an entrepreneurship major, 35.7% indicated a positive interest and 15.7% reported they would be very interested.

The institution also surveyed 53 employers from the Utah Valley Chamber of Commerce. Ninety percent of the respondents reported a likelihood (6 or higher on a 10-point scale) of hiring a student with entrepreneurial training over one without that training, with 28% stating it would be highly likely (9 or higher on a 10-point scale) to hire such a student.

Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. There are no additional policy issues that need to be addressed relative to approval of the program.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve Utah Valley University's request to offer the Bachelor of Science in Entrepreneurship and the discontinuation of the Emphasis in Entrepreneurship within the Bachelor of Science in Business Management.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Program Description – Full Template
Utah Valley University
Bachelor of Science in Entrepreneurship

Section I: The Request

The Department of Management in the Woodbury School of Business at Utah Valley University (UVU) requests approval to offer a Bachelor of Science in Entrepreneurship and to discontinue the current Entrepreneurship emphasis from the Bachelor of Science in Business Management degree effective Fall Semester, 2015. This program was approved by the UVU Board of Trustees on December 4, 2014.

Section II: Program Description

Complete Program Description

This proposal replaces the current Entrepreneurship emphasis in the Woodbury School of Business' (WSB) General Business degree with a Bachelor of Science in Entrepreneurship. This program builds on the Woodbury School's current curricula, adding rigor by reducing the variance with which the new list of required specialty core classes are taken, providing better student outcomes by preparing all students in the major to complete projects in which they launch a new business and assist community-based small businesses solve problems.

Purpose of Degree

This major will, because of its service-learning designation and because of the project-intensive pedagogy embraced in its design, continue to allow UVU to provide opportunity, through new business start-up and within-firm new business development; to promote student success by strengthening curriculum requirements; to meet regional educational needs; and to foster economic development. This will be done while fostering engaged learning by repeated exercise of entrepreneurial principles both in new startups and in community-based small businesses.

Institutional Readiness

Admissions, registration, financial aid, billing, and all other support services are expected to see no new demands as this is the conversion and strengthening of an existing emphasis. Institutional support is adequate to meet the demands of the existing and proposed program. At present, all classes are offered face-to-face on the Orem campus; no online sections are offered, and no off-site sections are offered or planned.

Departmental Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	7		7
Full-time Non-Tenured	6		6

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
Part-time Tenured			
Part-time Non-Tenured	2		2
With Master's Degrees			
Full-time Tenured	1		1
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	11		11
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	3		3
Other			
Full-time Tenured			0
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	9		9
Total Headcount Faculty in the Department			
Full-time Tenured	8	0	8
Full-time Non-Tenured	8	0	8
Part-time Tenured	0		0
Part-time Non-Tenured	25	0	25
Total Department Faculty FTE <i>(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")</i>	26.2		26.2

Staff

No new staff will be needed to support this program.

Library and Information Resources

Because the major has no new courses no additional library requirements will be needed.

Admission Requirements

No new or additional admission requirements are planned.

Student Advisement

Students will continue to be advised through the WSB Advisement Office as they have been with the Entrepreneurship emphasis.

Justification for Graduation Standards and Number of Credits

Students will be expected to earn a C- or higher in all WSB classes (except they need to earn a B- or higher in MKTG 2200) and have an overall GPA of 2.5 or higher. One hundred twenty credits comprise this degree program. These standards are per the catalog and are required by Association to Advance Collegiate Schools of Business (AACSB) accreditation.

External Review and Accreditation

No external agents of any kind were used in the design of this program. No separate accreditation is contemplated. The current regimes of AACSB (for the Woodbury School of Business) and Northwest (for the University) are to be continued.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	2015-16	2016-17	2017-18	2018-19	2019-20
Data for Proposed Program						
Number of Graduates in Proposed Program	0	24	30	35	45	50
Total # of Declared Majors in Proposed Program	0	95	120	145	170	200
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (<i>as reported in Faculty table above</i>)	26.20	26.20	26.20	26.20	26.20	26.20
Total Department Student FTE (<i>Based on Fall Third Week</i>)	604	604	612	612	612	612
Student FTE per Faculty FTE (<i>ratio of Total Department Faculty FTE and Total Department Student FTE above</i>)	23.05	23.05	23.36	23.34	23.34	23.34
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)	N/A	N/A	N/A	N/A	N/A	N/A

Expansion of Existing Program

This baccalaureate program replaces the current Entrepreneurship emphasis in the Business Management Bachelor of Science program.

Section III: Need

Program Need

The institution foresees that an entrepreneurial mindset and more rigorous skill-sets are required in the local business market place as competition challenges new business startups.

Labor Market Demand

Entrepreneurship education focuses students on identifying, evaluating, and executing business opportunities. This focus can take the form of business development in either a new business venture or within an existing business.

With this in mind, a survey of 53 employers from the Utah Valley Chamber of Commerce showed strong support for hiring students with the mindset and skillset developed in the proposed entrepreneurship program. Businesses with five to 20 employees rated the probability of hiring a student with an entrepreneurial education at 9.7 out of ten while employers with 20 to 100 employees rated the probability at 7.6 out of ten. Larger businesses (over 100 employees) rated it nine, while business with less than five rated the likelihood at six. These last two groups had small sample sizes. On the whole, 90% reported a likelihood (six or higher on a ten-point scale) of hiring a student with entrepreneurial training over one without that training, with 28% stating it would be highly likely (nine or higher on a ten-point scale) to hire such a student.

Student Demand

There is great student interest in entrepreneurship in the WSB. A study of 390 undergraduate students of all majors in the WSB found that 43.6% were interested (six or higher on a ten-point scale) in an entrepreneurship major, with 21.3% absolutely interested (scoring a ten on a ten-point scale).

This finding is supported by their intention to start a business; where 32.2% strongly believe they will start a business within five years (ten on a ten-point scale), and 84.6% have a positive inclination to do so. When asked the probability that they would actually start a business, 30.6% were absolutely certain and 68.3% believed there was a better than 60% chance of them doing so.

The findings of current students were supported by a survey of over 110 WSB alumni from all majors. Asked if they could go back and complete an entrepreneurship major, 35.7% indicated a positive interest (six to ten on a ten-point scale) and 15.7% reported they would be very interested (ten on a ten-point scale).

With regard to starting a business, 23% reported that they were absolutely planning on starting a business and 49% reported a positive plan to start. The same held for their probability of starting; with 23% reporting it was very likely, and 48% reported a better than 60% probability.

Similar Programs

Both the University of Utah (U of U) and Utah State University (USU) have bachelor's programs in Entrepreneurship. All other programs in Utah System of Higher Education (USHE) schools are minors or certificates. The U of U's bachelor's program is open to business students and requires 15 credit-hours (four required classes and one elective). Utah State University's bachelor's program is also open only to business students and mandates 22 credit hours of classes (six required classes and two electives). Minor programs at the U of U, USU, and Weber State University typically require five courses with USU requiring six courses. While minor programs at the U of U and Weber State University (WSU) are open to both business and non-business students, USU's minor is only open to business students. Weber State University and Southern Utah University both offer certificates which vary widely in their requirements. Southern Utah University's certificate program requires five courses while WSU's certificate requires one course and offers three electives.

Collaboration with and Impact on Other USHE Institutions

As a normal operating procedure, UVU faculty coordinate with other USHE schools non-curricular entrepreneurship events such as the Utah Student 25, a student-oriented state-wide entrepreneurial competition.

Benefits

The strengthening of the entrepreneurship course of study planned in this move from an emphasis to a bachelor's degree will contribute to the ongoing effort of UVU to become a comprehensive undergraduate institution in central Utah. The continued expansion of population in Utah County and the high level of interest in starting up or developing a new business idea are met in part by having a Bachelor of Science in Entrepreneurship available to meet those challenges. The entrepreneurship degree is very useful for students seeking to participate in the proliferation of new startups on the "Silicon Slopes." Also, entrepreneurs, at least in Utah Valley, are among the alumni groups who have demonstrated a willingness to contribute time, talent, and financial support to their institutions; they have a demonstrated track record of giving back and helping to foster new student startups.

Consistency with Institutional Mission

This major will allow UVU to promote student success by strengthening curriculum requirements. Additionally, it helps UVU meet regional educational needs by fostering economic development. This program does much of this through engaged learning – specifically by repeated exercise of entrepreneurial principles both in new startups and in community-based small businesses.

Section IV: Program and Student Assessment

Program Assessment

The WSB, which will be responsible for the administration of the Bachelor of Science in Entrepreneurship degree, has completed a successful accreditation process through AACSB International. One of the hallmark characteristics of AACSB accreditation is the requirement that participating institutions focus on the measurement of learning outcomes of students who pass through their programs. This includes an expectation that degree program objectives will be articulated and efforts made to continually improve the processes critical to defining and meeting those objectives for all of the stakeholders including students, faculty, and institutional perspectives.

Program Goals:

1. Faculty recruitment and development will be sustained in accordance with guidelines established through existing AACSB accreditation requirements.
2. Curriculum will be evaluated and updated to maintain a quality level consistent with the standards currently available in the discipline.
3. Student learning and satisfaction will be monitored. Evaluation criteria will be conducted to assure student learning, graduation levels, and post-graduation success.
4. Employers and program graduates who start their own businesses will be surveyed to determine program quality.

Goal Measurement:

1. Periodic assessments of faculty teaching and scholarship activities will be monitored and recommendations for improvement provided.

2. Students will be evaluated through varied assessment measures including discipline specific exams, written reviews, and personal interviews.
3. Students will be monitored in terms of successful scholarly activities achieved throughout the course of their academic experience.
4. Enrollment and graduation trends will be monitored.
5. Post-graduation employment and rates of new business startups will be monitored.

Student Assessment:

Educational Objectives:

1. Students should have basic discipline knowledge and be able to apply that knowledge and integrate those skills in critical problem solving situations.
2. Students should be able to adapt to changing economic and social environments.
3. Students should have strong oral and written communication capability.
4. Students should develop expertise in research and scholarly activities.
5. Students should be prepared for employment or graduate education.

In addition to the overall student assessment outlined above, the Entrepreneurship Faculty and Management Department will track some basic general learning competencies that focus on an evaluation of program and student outcomes in connection with core course competencies for all Woodbury School of Business graduates. The program learning competencies are aligned with the University's Essential Learning Outcomes, and include:

1. Adaptability and lifelong learning
2. Critical and analytical thinking
3. Discipline specific skills
4. Diverse environment of business
5. Ethical and legal perspectives
6. Information technology
7. Quantitative analysis
8. Collaborative skills
9. Verbal and written communication
10. Engaged learning and community engagement

Expected Standards of Performance

A variety of methods will be used to assess the learning outcomes of students in the entrepreneurship program as a part of the broader WSB learning outcomes assessment process. In addition, UVU institutional effectiveness officials will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include content/learning, post-graduation outcomes, and measures of student satisfaction.

Content and learning will be evaluated at the school level as well as within the degree program and within individual courses. Seniors will participate in cognitive evaluations using multiple choice exams and written case study evaluations. These reviews will assess skill levels in core business subjects, as well as specific business discipline related material. There will be an ongoing review of post-graduation outcomes which will assess student success in both employment and graduate school attendance. Alumni and employers will be surveyed, as well as faculty and administrators of graduate programs, where applicable. Finally,

student satisfaction surveys will be conducted at all three levels used in justifying of the program (students, alumni, and employers).

Faculty, students, and advisors will be active participants in ongoing learning outcomes assessment and program evaluation processes. Goals and objectives will be reviewed, data collected and analyzed, evaluation processes implemented, and feedback utilized in an effort to generate continuous improvement in all these activities. This entrepreneurship degree will be reviewed through both the AACSB and the UVU institutional effectiveness evaluation processes.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget - Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries & Wages	\$1,282,181	\$0	\$1,282,181	\$0	\$1,282,181	\$0	\$1,282,181
Benefits	\$499,355	\$0	\$499,355	\$0	\$499,355	\$0	\$499,355
Total Personnel Expense	\$1,781,536	\$0	\$1,781,536	\$0	\$1,781,536	\$0	\$1,781,536
Non-personnel Expense							
Travel	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$30,776	\$0	\$30,776	\$0	\$30,776	\$0	\$30,776
Total Non-personnel Expense	\$32,776	\$0	\$32,776	\$0	\$32,776	\$0	\$32,776
Total Expense (Personnel + Current)	\$1,814,312	\$0	\$1,814,312	\$0	\$1,814,312	\$0	\$1,814,312
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5	Year 5
Appropriated Fund	\$1,814,312	\$0	\$1,814,312	\$0	\$1,814,312	\$0	\$1,814,312
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees/Differential Tuition							
Total Revenue	\$1,814,312	\$0	\$1,814,312	\$0	\$1,814,312	\$0	\$1,814,312

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget - Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Difference							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$174	n/a	\$174	n/a	\$171	n/a	\$170

Funding Sources

No new funding sources are needed.

Reallocation

N/A

Impact on Existing Budgets

No impact is anticipated on existing budgets.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
General Education Requirements		
ENGL 1010	Introduction to Writing	3.0
ENGL 2010 or ENGL 2020	Intermediate Writing – Humanities/Social Sciences or Intermediate Writing – Science and Technology	3.0
MATH 1050	College Algebra or Advanced Placement (AP) Mathematics Test with a score of three or higher	4.0

Course Prefix and Number	Title	Credit Hours
Complete one of the following: HIST 2700 and HIST 2710 or HIST 1700 HIST 1740 POLS 1000 POLS 1100	US History to 1877 and US History since 1877 American Civilization US Economic History American Heritage American National Government	3.0
PHIL 2050	Ethics and Values	3.0
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2.0
ECON 2020	Macroeconomics (fulfills Social/Behavioral Science credit)	3.0
Biology		3.0
Physical Science		3.0
Additional Biology or Physical Science		3.0
Humanities Distribution		3.0
Fine Arts Distribution		3.0
Sub-Total		36
Business Foundation Courses (required for Matriculation)		
ACC 2010	Financial Accounting	3.0
ACC 2020	Managerial Accounting	3.0
	Business Computer Proficiency Exam * or Business Computer Proficiency	
IM 2010		
ECON 2010	Microeconomics	3.0
MGMT 2240 or MATH 1100	Business Quantitative Analysis (3.0) or Introduction to Calculus (4.0)	3.0
MKTG 2200	Written Business Communication (Complete with a grade of B- or higher.)	3.0
MGMT 2340	Business Statistics I	3.0
MKTG 2390	Professional Business Presentations	3.0
Business Core Classes:		
FIN 3100	Principles of Finance	3.0
LEGL 3220 or LEGL 3000	Entrepreneurship Law or Business Law	3.0
MGMT 3000	Organizational Behavior	3.0

Course Prefix and Number	Title	Credit Hours
INFO 3120	Management Information Systems	3.0
MGMT 330G or MGMT 332G or ECON 305G or MKTG 335G	Survey of International Business or Cross-Cultural Communications for International Business or International Economics or International Marketing	3.0
MGMT 3450	Operations Management	3.0
MKTG 3600	Principles of Marketing	3.0
MGMT 4210 or MKTG 3890	Entrepreneurship Personal Development (3.0) or Career Preparation (2.0) (If students elect to take MKTG 3890 they will need to add an additional credit via MGMT 481R Internship.)	3.0
MGMT 4860	Business Strategy Formulation and Implementation	4.0
MGMT 493R	Entrepreneurship Lecture Series	1.0
Entrepreneurship Core Requirements:		
MGMT 3170	Entrepreneurship	3.0
MGMT 4200	Entrepreneurship Technology-based Opportunity Identification	3.0
MGMT 4400	New Venture Financing	3.0
MGMT 4450	Entrepreneurship Enterprise Formation	3.0
MGMT 4455	New Venture Consulting	3.0
Sub-Total		65
Elective Courses		
Select 12 credits from the following:		12.0
MGMT 3180	Small Business Development (3.0)	
MGMT 4300	Entrepreneurship Business Planning (3.0)	
MKTG 3660	Digital Marketing (3.0)	
MKTG 3690	Advanced Digital Marketing and Analytics (3.0)	
MKTG 3670	Advertising and Promotion (3.0)	
MGMT 481R	Internship (1.0) Approval needed by WSB Internship Manager	
Select 7 credits of any non-Woodbury School of Business courses		7.0
Sub-Total		19
Total Number of Credits		120

*Students will be required to complete the Business Computer Proficiency exam with a score of 80 percent or higher or complete the IM 2010 course with a score of 80 percent or higher.

Program Schedule

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3.0
GE elective	MAT 1010 recommended	4.0
Physical Science Distribution		3.0
Fine Arts Distribution		3.0
GE elective	IM 1010 recommended	3.0
	Semester total:	16.0
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
IM 2010	Business Computer Proficiency Exam Or Business Computer Proficiency (3.0)	
ENGL 2010	Intermediate Writing	3.0
MATH 1050	College Algebra	4.0
American Institutions		3.0
Biology Distribution		3.0
	Semester total:	13.0
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
Additional Biology or Physical Science		3.0
ACC 2010	Financial Accounting	3.0
MGMT 2240 or MATH 1100	Business Quantitative Analysis or Introduction to Calculus	3.0
ECON 2010	Microeconomics	3.0
MKTG 2200	Written Business Communication	3.0
	Semester total:	15.0
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours

PHIL 2050	Ethics and Values	3.0
Humanities Distribution		3.0
ACC 2020	Managerial Accounting	3.0
ECON 2020	Macroeconomics	3.0
MGMT 2340	Business Statistics I	3.0
	Semester total:	15.0
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 2390	Professional Business Presentations	3.0
MGMT 3000	Organizational Behavior	3.0
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2.0
MKTG 3600	Principles of Marketing	3.0
MGMT 3170	Entrepreneurship	3.0
MGMT 493R	Entrepreneurship Lecture Series	1.0
	Semester total:	15.0
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
FIN 3100	Principles of Finance	3.0
MGMT 3450	Operations Management	3.0
INFO 3120	Management Information Systems	3.0
LEGL 3220	Entrepreneurship Law	3.0
MGMT 4200	Entrepreneurship Technology-based Opportunity Identification	3.0
	Semester total:	15.0
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 330G OR MGMT 332G or ECON 305G or MKTG 335G	Survey of International Business or Cross Cultural Communications for International Business or International Economics or International Marketing	3.0
MGMT 4400	New Venture Financing	3.0
MGMT 4210	Entrepreneurship Personal Development	3.0
Elective 1	(From the list of optional classes)	3.0
Elective 2	(From the list of optional classes)	3.0
	Semester total:	15.0

Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 4860	Business Strategy Formulation and Implementation	4.0
MGMT 4450	Entrepreneurship Enterprise Formation	3.0
MGMT 4455	New Venture Consulting	3.0
Elective 3	(From the list of optional classes)	3.0
Elective 4	(From the list of optional classes)	3.0
	Semester total:	16.0

Non-WSB electives can be taken in any order

Section VII: Faculty

The following faculty (in alphabetical format) are expected to teach, mentor, and assist in the administration of this Bachelor of Science degree:

Fakler, Ken J. (Adjunct Faculty)

BBA University of Notre Dame, Accounting, 1971

MBA University of Utah, Masters of Business Administration, 1972

Graduated from Armor Officers Basic School

United States Army--Armor Corp, Tanks, 1973

Gough, Vance (Assistant Professor)

BA University of Calgary, Political Science, 1993

MBA University of Calgary, Enterprise Development, Finance, Marketing, 1995

Ed. D University of Calgary, Workplace and Adult Learning, (ABD) 2014

Millington, John Kent (Adjunct Faculty)

BA University of Utah, History and Political Science, 1968

MBA Brigham Young University, 1975

DBA California Coast University, 2005

Morrison, Jimmy (Adjunct Faculty)

BA Brigham Young University, 1995

MBA University of Michigan, 1999

Pilmer, John (Adjunct Faculty)

BS Brigham Young University, Business Management/Marketing

MBA University of Utah

Rhoads, Kevin (Assistant Professor)

BA Brigham Young University, French, 1996

Ph. D University of Oklahoma, Strategy and Entrepreneurship, 2012

Robinson, Pete B. (Professor)

BS Brigham Young University, Organizational Psychology, 1982

Ph. D Brigham Young University, Organizational Psychology, 1987

Stoddard, Mark (Adjunct Faculty)

BA Brigham Young University, English & Marketing, 1972

MA Brigham Young University, Communications & Advertising, 1981

Theobald, Shauna (Adjunct Faculty)

BS Utah Valley University, Business Management, 1998

MBA Utah State University, Business Administration, 2002

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Science in Information Management

Issue

Utah Valley University (UVU) requests approval to offer a Bachelor of Science (BS) in Information Management effective Fall Semester, 2015. The program was approved by the UVU Board of Trustees December 4, 2014.

Background

This program is designed to replace the Project and Information Management emphasis in the BS in Digital Media that UVU's Digital Media Department plans to discontinue. As part of a reorganization of UVU's College of Technology and Computing, the one-year Certificate, Associate of Science (AS), and Associate of Applied Science (AAS) degrees in Administrative Information Management were moved to the Information Systems and Technology Department. The proposed replacement BS in Information Management degree is designed so that the Administrative Information Management Certificate, AS, and AAS degrees stack directly into the new BS degree. All courses for the proposed program have been developed and are currently offered. Information management is a separate discipline from existing bachelor degree programs at UVU in information technology and information systems.

The proposed program builds upon the skills developed in the certificate and associate degree programs and will provide additional preparation for administrative office professionals to become more proficient in organizing, retrieving, acquiring, securing, and maintaining information that is used and accessed in office environments as well as supervision, budgeting, scheduling and coordination. Program graduates would be expected to become information managers, administrative assistants, executive secretaries, or other related office professionals. Students will have the option to focus their preparation to prepare for work in business or health care office environments.

The Utah Department of Workforce Services (DWS) Occupational Information Data Viewer (<http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do>) shows the following data for First-line Supervisors of

Office and Administrative Support Workers (SOC Code 43.1011) and Executive Secretaries and Executive Administrative Assistants (SOC Code 43.6011). These two occupational categories are rated four-star by DWS and represent many of the positions for which the proposed program will prepare graduates.

2012-2022 Employment Projections for First-Line Supervisors of Office and Administrative Support Workers					
Occupation	Area	Current Employment	Projected Employment	Annual % Change	Annual Median Income
First-Line Supervisors of Office and Administrative Support Workers	Provo-Orem	1,770	2,340	3.2	\$42,880
	Salt Lake	9,530	11,710	2.3	\$46,340
Executive Secretaries and Executive Administrative Assistants	Provo-Orem	850	990	1.7	\$44,480
	Salt Lake	4,490	5,010	1.2	\$44,420

Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. There are no additional policy issues that need to be addressed relative to approval of the program.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve Utah Valley University's request to offer the Bachelor of Science in Information Management.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Program Description – Full Template
Utah Valley University
Bachelor of Science in Information Management

Section I: The Request

The Department of Information Systems and Technology in the College of Technology and Computing at Utah Valley University (UVU) requests approval to offer a Bachelor of Science (BS) in Information Management effective Fall Semester, 2015. This program was approved by the UVU Board of Trustees on December 4, 2014.

Section II: Program Description

Complete Program Description

The Bachelor of Science in Information Management consists of 123 credits designed to prepare students to supervise and manage the operations and personnel of business offices. Courses include instruction in employee supervision, budgeting, scheduling and coordination, office systems operation and maintenance, office records management, public relations, project management, accounting, decision making, and human resources. This program is designed to replace the Project and Information Management emphasis in the BS in Digital Media that the Digital Media Department is deleting due to the reorganization of the College of Technology and Computing. In this reorganization, the one-year Certificate, AS, and AAS degrees in Administrative Information Management were moved to the Information Systems and Technology Department. The proposed replacement BS in Information Management degree is designed to stack on the Certificate and the AS and AAS degrees and requires no new courses for implementation.

Purpose of Degree

This degree will provide education in information management necessary to help fill the need for information managers, administrative assistants, and executive secretaries in the Mountainlands Region.

Institutional Readiness

Utah Valley University currently has all of the organizational structures in place that are needed to deliver the program. All courses are currently being offered, and the addition of this program will increase the number of students in the existing courses. The proposed program will not impact the delivery of the lower-division courses. Rather, it will build upon the current Certificate, AS, and AAS programs. All classes are offered on the main campus, with ten percent of the courses also offered online.

Departmental Faculty

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	2	0	2

Full-time Non-Tenured	2	0	2
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
With Master's Degrees			
Full-time Tenured	4	0	4
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	1	0	1
With Bachelor's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	6	0	6
Other			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	9	0	0
Total Headcount Faculty in the Department			
Full-time Tenured	6	0	6
Full-time Non-Tenured	4	0	4
Part-time Tenured	0	0	0
Part-time Non-Tenured	16	0	16
Total Department Faculty FTE <i>(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")</i>	12.60	0	12.60

Staff

The staff necessary for the program is currently in place and includes one administrative assistant and two lab assistants/tutors.

Library and Information Resources

Library resources needed include books on reserve, media equipment for checkout, and study rooms.

Admission Requirements

No departmental or program admission requirements will be required.

Student Advisement

Students in the Information Management program will be advised by the Information Systems and Technology Department's full-time advisor.

Justification for Graduation Standards and Number of Credits

Graduation standards are as follows:

- Completion of the 123 semester credit hours required in the degree with at least 40 credit hours in upper-division courses.
- Overall GPA of 2.75 or above with no grade lower than a C- in core and elective courses.
- Residency hours: Minimum of 30 credit hours through course attendance at UVU, with at least ten hours earned in the last 45 hours.
- Completion of general education and specified departmental requirements. Students are responsible for completing all prerequisite requirements.
- Successful completion of at least one Global/Intercultural course.

External Review and Accreditation

The Information Management program shares an advisory board with Business and Marketing Education. The board reviewed the proposed program and course content, provided insight on industry trends, and will provide opportunities for student placement as interns and employees. The program manager communicates with advisory board members through scheduled group meetings, individual meetings, and email.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected				
		2015-16	2016-17	2017-18	2018-19	2019-20
Data for Proposed Program						
Number of Graduates in Proposed Program	0	10	15	20	25	25
Total # of Declared Majors in Proposed Program	0	50	60	75	100	100
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	12.60	12.60	12.60	12.60	12.60	12.60
Total Department Student FTE (Based on Fall Third Week)	276	282	282	283	284	284
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	21.90	22.38	22.38	22.46	22.54	22.54
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)	N/A	N/A	N/A	N/A	N/A	N/A

Expansion of Existing Program

The Information Management BS program is being moved from the Digital Media Department where it was one of five emphases. By creating a BS program in this area, students will be able to focus on project management and business technology.

Section III: Need

Program Need

In 2011, the College of Technology and Computing was reorganized, and the Business/Marketing Education program moved from the Digital Media Department to the Information Systems and Technology Department to better align programs. The one-year Certificate of Completion, AS, and AAS in Administrative Information Management moved to the Information Systems and Technology Department.

The courses in the certificate and the AS and AAS programs fed into two BS degrees: Business and Marketing Education (BMED) and Digital Media (DGM) with a Project and Information Management emphasis. The BMED degree moved to the Information Systems and Technology Department; however, the Digital Media Department is discontinuing the Project and Information Management emphasis in the BS in Digital Media degree as of Fall Semester, 2015. Because Digital Media is discontinuing that emphasis, students who complete the AS or AAS in Administrative Information Management will not have an avenue to complete a related bachelor's degree unless this new stackable degree is available.

Utah Valley University has a need for graduates with information management skills to fill openings in upper-level administrative assistant positions. There is a growing need for employees with advanced skills because of advancements in technology and job requirements. Today's office and information managers are asked for greater expertise with technology, problem solving skills, interpersonal skills, and communication skills.

Labor Market Demand

In the *Occupational Outlook Handbooks, 2014-15 Edition*, the U.S. Department of Labor (DOL) has predicted steady job growth through 2018. According to the DOL data, administrative assistant (information management) is one of the largest occupations in the United States, and it is among those expected to add the largest numbers of new jobs in the coming years. The Job Outlook predicts an increase of 13% job growth from 2012 to 2022 for executive secretaries and administrative assistants. The DOL data shows that in 2014, administrative assistants held more than 3.9 million jobs. By 2022, 471,600 new jobs are expected to open.¹

The DOL also states that some medical and legal secretaries learn industry-specific terminology and practices by attending courses offered at community colleges or technical schools. For executive secretary positions, employers increasingly prefer to hire those who have taken some college courses or have a bachelor's degree.

Student Demand

During the spring of 2012 the UVU Office of Institutional Research conducted a study of UVU students in which students were asked how interested they would be in a bachelor's degree in Administrative

¹ *Occupational Outlook Handbooks, 2014-15 Edition*, US Department of Labor.

Information Management. Information Management was described to the students as a degree preparing an individual to supervise personnel and manage the operations of a business office including budgeting, scheduling and coordination, office systems operation, and office records management. Five percent of female students and four percent of male students indicated they would be very interested in this degree. Another 15% of female students and 17% of male students indicated they would be interested in the degree.

Similar Programs

Utah Applied Technology Colleges offer certification in Administrative Assistant and Secretarial Science, and Utah State University, Weber State University, and Utah State University Eastern offer Associates in Administrative Assistant and Secretarial Science. The proposed Bachelor of Science in Information Management at Utah Valley University also prepares students to be proficient in office and office management environments with a focus on managing information. Students also gain exposure to and develop skills in project management.

Collaboration with and Impact on Other USHE Institutions

No other institutions in the Utah System of Higher Education (USHE) institutions offer an Information Management BS degree. Therefore, UVU's Information Management degree should have no direct impact on other USHE institutions.

Benefits

The bachelor's degree will show that UVU and USHE are committed to meeting the needs of students, industry, and the community by offering a substantive program in an area that is growing and necessary for business and industry. Having such a program available will help retain students at UVU rather than seeking information management programs in the private sector or out-of-state.

Consistency with Institutional Mission

Offering an Information Systems bachelor's degree enhances UVU's mission of being a teaching institution that provides opportunity, promotes student success, and meets regional educational needs. The creation of this degree will provide students with the skills and knowledge to excel in a growing field in the region UVU serves by providing an engaged learning environment that allows students to become lifelong learners and leaders. The addition of such a program will contribute to the quality of life and economic development at both local and state levels by preparing students to enter this field, while joining Utah's skilled technology workforce that provides current and future employers with a pool of strong local talent.

Section IV: Program and Student Assessment

Program Assessment

The College of Technology and Computing will closely monitor the Information Management bachelor's degree to ensure that it meets the needs of students and business. The program will focus on rigorous and engaged learning that incorporates the latest technology and industry standards.

Program Goals:

1. Faculty recruitment and development will be sustained in accordance with guidelines established by the Information Systems and Technology Department.

2. Curriculum will be evaluated and updated through regular review with the Information Management and Business/Marketing Education Advisory Board, industry experts, and standards organizations.
3. Student learning and satisfaction will be monitored. Evaluation criteria will be conducted to assure student learning, graduation levels, and post-graduation success.
4. Employers will be surveyed to determine the program graduates readiness for information management roles.

Goal Measurement:

1. Periodic assessments of faculty teaching and scholarship activities will be monitored and recommendations for improvement provided.
2. Students will be evaluated through varied assessment measures including discipline specific exams, written reviews, and presentations.
3. Enrollment and graduation trends will be monitored.
4. Information management standards, such as the International Association of Administrative Professionals and the Project Management Institute guidelines, will be evaluated in the program.

Expected Standards of Performance

Learning Goals:

1. Graduates will be able to clearly explain information and project management concepts in written and verbal forms.
2. Graduates will be able to describe and demonstrate International Association of Administrative Professionals core values of integrity, transparency, excellence, and collaboration.
3. Graduates will be able to demonstrate a continued interest in maintaining and updating technical skills required by business and industry.
4. Graduates will have a global perspective on legal and ethical issues surrounding information management and technology.

A variety of methods will be conducted to assess the learning outcomes of students in the Information Management program. In addition, UVU Institutional Effectiveness officials will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include: content/learning, post-graduation outcomes, and measures of student satisfaction.

Faculty, students, and advisors will be active participants in ongoing learning outcomes assessment and program evaluation processes. Goals and objectives will be reviewed, data collected and analyzed, evaluation processes implemented, and feedback utilized in an effort to generate continuous improvement in all these activities.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget - Prior to New Program Implementation	Departmental Budget					
		2014-15		2015-16		2016-17	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries & Wages	\$897,927	\$0	\$897,927	\$0	\$897,927	\$0	\$897,927
Benefits	\$400,572	\$0	\$400,572	\$0	\$400,572	\$0	\$400,572
Total Personnel Expense	\$1,298,499	\$0	\$1,298,499	\$0	\$1,298,499	\$0	\$1,298,499
Non-personnel Expense							
Travel	\$14,500	\$0	\$14,500	\$0	\$14,500	\$0	\$14,500
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$34,724	\$0	\$34,724	\$0	\$34,724	\$0	\$34,724
Total Non-personnel Expense	\$49,224	\$0	\$49,224	\$0	\$49,224	\$0	\$49,224
Total Expense (Personnel + Current)	\$1,347,723	\$0	\$1,347,723	\$0	\$1,347,723	\$0	\$1,347,723
Departmental Funding		Year 1		Year 2		Year 3	
Appropriated Fund	\$1,347,723	\$0	\$1,347,723	\$0	\$1,347,723	\$0	\$1,347,723
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees/Differenti							

al Tuition							
Total Revenue	\$1,347,723	\$0	\$1,347,723	\$0	\$1,347,723	\$0	\$1,347,723
Difference							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$163		\$159	-	\$159	-	\$159

Funding Sources

Courses currently exist and require no additional funding.

Reallocation

No internal reallocation is planned.

Impact on Existing Budgets

Resources will be more efficiently used with additional students attending courses.

Section VI: Program Curriculum

No new courses would be created. Existing courses will be used in this stackable degree.

Course Prefix and Number	Title	Credit Hours
General Education Courses		
ENGL 1010	Introduction to Writing	3
ENGL 2010 or ENGL 2020	Intermediate Writing—Humanities/Social Sciences or Intermediate Writing—Science and Technology	3
MATH 1050	College Algebra	4
Complete one of the following:		
HIST 2700 and HIST 2710	US History to 1877 and US History since 1877	3
HIST 1700	American Civilization	
ECON 1740	US Economic History	
POLS 1000	American Heritage	

Course Prefix and Number	Title	Credit Hours
POLS 1100	American National Government	
Complete the following:		
PHIL 2050	Ethics and Values	3
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2
Distribution Courses:		
ECON 2020 or ECON 2010	Macroeconomics (fulfills Social/Behavioral Science) or Microeconomics	3
Biology		3
Physical Science		3
Additional Biology or Physical Science		3
Humanities Distribution		3
Fine Arts Distribution		3
	Subtotal:	36
Required Courses:		
ACC 2010	Financial Accounting	3
ACC 2020	Managerial Accounting	3
COMP 301R	Digital Lecture Series	1
INFO 1120	Information Systems Technology Fundamentals	3
INFO 2420	Web Application Design	3
INFO 3430	Systems Analysis and Design	3
INFO 405G	Global and Ethical Perspectives in IS and IT	3
INFO 4430	Systems Design and Implementation	3
IM 1060	Fundamentals of Computing Technologies	2
IM 2100	Document Processing Applications	3
IM 2300	Information Management Principles	3
IM 2400	Presentation Applications	3
IM 2500	Graphic Applications	3
IM 2600	Spreadsheet Applications	3
IM 2800	Integrated Software Projects	3
IM 3500	Desktop Publishing Applications	3
IM 3700	Database Applications	3
IM 4300	Information Workflow Management	3
IM 481R	Internship	3
LEGL 3000	Business Law	3
MKTG 2200	Written Business Communications	3
MGMT 3000	Organizational Behavior	3
MGMT 3430	Human Resource Management	3
TECH 3400	Project Management	3
TECH 4400	Advanced Project Management	3
	Sub-Total	72
Elective Courses	Choose 6 credit hours from the following	
IM 4100	CPS/CAP Review—Office Systems and Technology (2.0)	
IM 4110	CPS/CAP Review--Office Administration (2.0)	

Course Prefix and Number	Title	Credit Hours
IM 4120	CPS/CAP Review—Management (2.0)	
IM 4130	CAP--Advanced Organizational Management (2.0)	
IM 490R	Advanced Topics in Information Management (1.0)	
IM 496R	Information Management Seminar (1.0)	
IT 2700	Information Security Fundamentals (3.0)	
FIN 1060	Personal Finance (3.0)	
MGMT 2030	Women in Business (3.0)	
TECH 3010	Creativity Innovation and Change Management (3.0)	
Other department-approved IM, INFO, or IT classes		
Courses in other domains other than the one selected		
Required Courses for Student Selected Domain	Complete at least 9 credits from a selected domain (at least 3 credits must be upper-division)	9
Business Intelligence Domain		
INFO 2410	Database Fundamentals (3.0)	
INFO 3120	Management Information Systems (3.0)	
INFO 4120	Business Intelligence Systems (3.0)	
INFO 4130	Data Science and Big Data Analytics (3.0)	
Health Domain		
HLTH 1300	Medical Terminology I (2.0)	
HLTH 2510	Media and Computer Applications in Health (3.0)	
INFO 3700	Health Informatics Fundamentals (3.0)	
INFO 4700	Healthcare Information Systems Management (3.0)	
Subtotal:		15
Total Number of Credits		123

Program Schedule

The program schedule is based on eight semesters..

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3
MATH 1050	College Algebra	3
HIST	History Elective	3
IM 1060	Fundamentals of Computing Technologies	2
INFO 1120	Information Systems Technology Fundamentals	3
IM 2100	Document Processing Applications	3
Semester total:		17

Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 2010 or 2020	Intermediate Writing-Humanities/Social Sciences or Intermediate Writing-Science and Technology	3
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2
ACC 2010	Financial Accounting	3
Biology Elective		3
IM 2300	Information Management Principles	3
	Semester total:	14
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
ACC 2020	Managerial Accounting	3
Domain Elective	Domain Elective	3
Physical Science Elective		3
ECON 2010 or ECON 2020	Microeconomics or Macroeconomics	3
IM 2600	Spreadsheet Applications	3
	Semester total:	15
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
IM 2400	Presentation Applications	3
Physical Science or Biology Elective		3
Humanities Distribution		3
IM 2500	Graphic Applications	3
IM 2800	Integrated Software Projects	3
Fine Arts Distribution		3
	Semester total:	18
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
INFO 2420	Web Application Design	3
IM 3500	Desktop Publishing Applications	3
IM 3700	Database Applications	3
Domain Elective	Domain Elective	3

MKTG 2200	Written Business Communication	3
	Semester total:	15
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
INFO 3430	Systems Analysis and Design	3
TECH 3400	Project Management	3
MGMT 3000	Organizational Behavior	3
LEGL 3000	Business Law	3
Domain Elective		3
	Semester total:	15
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
IM 4300	Information Workflow Management	3
INFO 4430	Systems Design and Implementation	3
MGMT 3430	Human Resources Management	3
Program Elective		3
COMP 301R	Digital Lecture Series	1
	Semester total:	13
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
IM 481R	Internship	3
INFO 405G	Global and Ethical Perspectives in IS and IT	3
TECH 4400	Advanced Project Management	3
Program Elective		3
PHIL 2050	Ethics and Values	3
	Semester total:	15

Section VII: Faculty

Mulbery, Keith (1994) Department Chair/Professor, Information Systems & Technology; B.S., M.Ed., Education, Southwestern Oklahoma State University, Ph.D., Business Information Systems, Utah State University

Krebs, Cynthia Olsen (1988) Program Director/Professor, Information Systems and Technology, B.S., M.S., Business Education, Utah State University

Ormond, Pat (1984) Professor, Information Systems & Technology' A.A.S., Data Processing; A.A.S. Accounting, Utah Technical College; B.S., Accounting, Brigham Young University; M.S., Information Systems, Utah State University.

Bartholomew, Kimberly (1994); Associate Professor; Information Systems & Technology, B.S., M.S., Computer Science, Brigham Young University, Ph. D. Computer Technology in Education, Nova Southeastern University.

Bentley, Jan (1999) Associate Professor, Information Systems and Technology, Marketing and Distributive Education, Brigham Young University; M.S. Business Information Systems and Education Utah State University.

Crandall, Kodey, (2014) Lecturer, Information Systems and Technology, B.S., Business Management, Utah Valley University; M.S. Instructional Technology; Utah State University

Smith, DeDe (2014) Lecturer, Information Systems and Technology, Business Education and Computer Information Systems, Southern Utah University; M.Ed., Professional-Technical & Technology Education, University of Idaho.

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Science in Mechatronics Engineering Technology

Issue

Utah Valley University (UVU) requests approval to offer a new Bachelor of Science in Mechatronics Engineering Technology effective Fall Semester, 2015. The program was approved by the UVU Board of Trustees on December 4, 2014.

Background

Mechatronics Engineering Technology encompasses the fields of mechanics, electronics, and control of industrial processes. The program has been developed to train graduates to design and build industrial automation components and systems, upgrade automation systems, and develop electromechanical products using the principles of programmable logic controllers, sensors, pneumatics, actuators, industrial robots, and CAD. The Bachelor of Science in Mechatronics Engineering Technology at Utah Valley University builds on the success of the existing Associate of Applied Science (AAS) in Mechatronics Engineering Technology and allows for a seamless and stackable transition from the AAS degree to the Bachelor of Science degree. The degree is designed to lead directly to employment with companies that produce automotive components, medical devices, semiconductors, food products, packaging, sporting goods, and raw materials. The program has been structured to be in line with Accreditation Board for Engineering and Technology accreditation requirements.

There is not a specific Standard Occupational Classification (SOC) code for mechatronics technicians so there is not data specific to the occupation. That said, an indication of labor market conditions can be inferred by looking at data associated with related SOC codes. Electrical and Electronics Engineering Technician (SOC code 17-3023) and Mechanical Engineering Technician (SOC Code 17-3027) are the closest to mechatronics technicians. Staff reviewed Utah Department of Workforce Services Utah Occupational Projections 2012-2022. In 2012, there were an estimated 1,770 electrical and electronics engineering technician workers with a 2022 projection of 1,980 representing an annual growth rate of 1.2% and a total of 60 annual openings, resulting in a four-star rating for this classification. Median hourly wage

was reported to be \$27.30. There were 630 mechanical engineering technicians in 2011 with a projected estimate of 720 in 2022 with 20 annual openings and a 1.4% growth rate, giving this classification a three-star rating. Median hourly wage was reported to be \$24.40.

While there are some related courses and programs within the Utah System of Higher Education (USHE), the BS in Mechatronics Engineering Technology does not currently exist within USHE. It is an applied technology program designed to support the implementation of automation systems in manufacturing environments, and is not in conflict with other engineering or engineering technology programs.

Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the USHE institutions have reviewed the proposal and have provided input. There are no additional policy issues that need to be addressed relative to approval of the program.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve Utah Valley University's request to offer the Bachelor of Science in Mechatronics Engineering Technology.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

**Program Description
Utah Valley University
Bachelor of Science in Mechatronics Engineering Technology**

Section I: The Request

The Department of Engineering Technology in the College of Technology and Computing at Utah Valley University (UVU) requests approval to offer a Bachelor of Science in Mechatronics Engineering Technology effective Fall 2015. This program was approved by the UVU Board of Trustees on December 4, 2014.

Section II: Program Description

Complete Program Description

The Mechatronics Engineering Technology Bachelor of Science will prepare students to work in the manufacturing sector of the Utah economy as automation engineering technologists and designers. Graduates will realize strong demand from employers as they enter into challenging and rewarding careers. Students will build a strong skillset in the principles of electronics, mechanics, programmable logic controllers (PLCs), and industrial sensors that will be used throughout their careers in a wide range of manufacturing systems. Using their skills in pneumatics, mechanics, electronics, controls, and computer systems, graduates from this program will design, modify, and troubleshoot complex automation systems that are used to produce a wide variety of consumer products. The mechatronics engineering technology program uses laboratory exercises and hands on projects as the major mode of teaching, and students are encouraged to participate in summer internships, coop experiences, and part time work in industry to supplement their education. The combination of practical skills and applied theory results in a broad based education that makes the graduates from this program very competitive in today's technology-based manufacturing marketplace. This proposed bachelor of science (BS) program builds upon an existing associate of applied science (AAS) program in mechatronics. Students who complete the mechatronics AAS program can seamlessly transition into the BS degree program.

Purpose of Degree

The purpose of developing the Mechatronics Engineering Technology Bachelor of Science degree is to meet the increasing demand for employees trained directly in the design and operation of automation systems with an emphasis in PLC based controls. The University of Utah and Utah State University provide excellent classical engineering degrees, as well as offering specific courses in mechatronics and control systems; but the depth of the courses, as well as peripheral offerings, are somewhat limited by the broad spectrum curriculum. This proposed program of study goes beyond the offerings of classical engineering programs and includes basic electronics, CAD, mechanical components, PLCs, industrial robots, CNC programming, industrial networks, automation motors, speed and motion control of motors, materials, and a capstone project in conjunction with several writing, physics, chemistry, and business courses. This applied training, that encompasses the skills required to effectively work in automation based production, will result in a strong demand for graduates from this program.

This degree is intended to be a terminal degree, and graduates are expected to transition directly into industry. This degree is designed as an engineering technology degree, and the courses will not generally transfer directly into a classical engineering program.

Institutional Readiness

Utah Valley University is well positioned to initiate and grow the Mechatronics Engineering Technology Bachelor of Science program because the university combines an established foundation in teaching with strong industrial expertise of the faculty. Currently, there are excellent lab facilities in place to support an existing program in Electrical Automation and Robotic Technology (EART), but the facilities are approaching their maximum capacity as the EART program has added a second cohort. The mechatronics program must develop independent lab facilities to support both the AAS and BS degrees. It is assumed in presenting these costs that the students in the mechatronics program will be required to own or rent their own laptop computer that they will use throughout the program, and the university will not shoulder the cost of computers or computer support for the mechatronics labs. At 1000 square feet, CS 511 is the only lab space available for the mechatronics program (at this date), and it is fully utilized during daytime class hours for both lectures and labs. An additional 3000 square feet of lab/classroom space must be added to accommodate the third and fourth year sections.

CS 511 has already been converted to a dedicated classroom/lab that will accommodate 15 students and has been outfitted with appropriate electrical equipment used to teach the first two semesters of the mechatronics courses. To handle the junior and senior classes, a 1500 square foot lab with \$20,000 of equipment will need to be in place Fall 2015 and another 1500 square foot lab with \$30,000 of equipment will be needed for Fall 2016. As the program continues to grow and the senior level courses are taught, industrial robots and machine interface panels will need to be added to the labs. Six industrial robots will be required the first time the Industrial Robots course is taught in the sixth semester (Spring 2017). With an educational discount, startup costs for the industrial robotics lab will be \$108,000. This amount will be offset by Perkins grants and donations from industry partners.

Departmental Faculty

Currently, two full-time faculty members each teach between 25 and 30 credits per year in the mechatronics AAS. In order to fully support the BS degree, two additional faculty members will be required as the BS degree comes online. It is expected that one faculty member will be added each year beginning Fall Semester, 2015. The most important qualification to teach in the BS mechatronics program will be five years of relevant industrial experience, and it is intended that the faculty profile will be a master's degree with at least five years of relevant industrial experience.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured			0
Full-time Non-Tenured		1	1
Part-time Tenured			
Part-time Non-Tenured			0
With Master's Degrees			
Full-time Tenured			0

Full-time Non-Tenured	2		2
Part-time Tenured			
Part-time Non-Tenured			0
With Bachelor's Degrees			
Full-time Tenured			0
Full-time Non-Tenured		1	1
Part-time Tenured			
Part-time Non-Tenured			0
Other			
Full-time Tenured			0
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured		0.2	0.2
Total Headcount Faculty			
Full-time Tenured	0	0	0
Full-time Non-Tenured	2	2	4
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0.2	0.2
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	2	2.20	4.20

Staff

The mechatronics program is already served by one academic advisor. It is not anticipated to add another academic advisor in the near future. The growth of the mechatronics BS degree may, however, require the hiring of a full-time lab technician to assist in the operation of the teaching labs.

Library and Information Resources

In addition to the existing permanent library holdings, the students have sufficient electronic access to online teaching materials. For this field of study, most of the necessary information regarding vendor technical support, equipment specifications, product manuals, application notes, and downloads are available online and are frequently updated. These resources, supplemented with faculty expertise, are sufficient for students to reference up to date technical information.

Admission Requirements

Students may enter the mechatronics program as freshman. The principal issue for incoming students to be aware of is the requirement of MATH. It is suggested that students take MATH 1050 the first semester of enrollment, but if they do not take it the first semester they must take it the second semester or during the summer.

Student Advisement

The College of Technology and Computing Advisement Center provides an advisor that is fully trained in the program requirements of the mechatronics program.

Justification for Graduation Standards and Number of Credits

- Completion of a minimum of 121 semester credits with a minimum of 40 upper division credits.
- Overall grade point average of 2.0 or better with a minimum grade of C- in all mechatronics courses.
- Minimum of 30 credit hours through course attendance at UVU.
- Completion of all General Education courses including a Global/Intercultural requirement course.

External Review and Accreditation

This program has been developed in response to an increasing demand from industrial contacts that have voiced an expanding problem of recruiting and employing qualified individuals to meet their technical requirements. It is becoming increasingly difficult to find technologists with in-depth training in automation technology. The purpose of this proposed program is to provide graduates with the in-depth education required by industry and to prepare them to work in the automation industry along the Wasatch Front. The technical niche that is targeted by this program is a shortage of skilled technologists that are specifically trained in industrial controls, programmable logic controllers (PLC's), and all of integrated technology used in production systems.

At the beginning of developing the mechatronics program, industry advisors provided input on general automation projects that they required in their facilities. The overall courses were developed directly from their input as well as faculty experience in the automation industry. As specific courses were defined, the advisors were contacted again about specific content requirements, and they provided very detailed comments about courses and content, including details such as suggested types and brands of equipment that are industry standards.

The proposed program has been structured to be in line with ABET accreditation requirements. From the beginning, the documentation and data will be collected towards future accreditation.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected				
		Year 1 (15-16)	Year 2 (16-17)	Year 3 (17-18)	Year 4 (18-19)	Year 5 (19-20)
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	15	18	18	18

Total # of Declared Majors in Proposed Program	-	35	55	55	55	55
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	2.80	3.80	4.20	4.20	4.20	4.20
Total Department Student FTE (Based on Fall Third Week)	22	36	49	49	49	49
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	7.9	9.5	11.67	11.67	11.67	11.67
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)	NA	NA	NA	NA	NA	NA

Expansion of Existing Program

The proposed BS degree in Mechatronics Engineering Technology is built upon the existing AAS degree in Mechatronics Technology and has been designed to provide a seamless transition from the AAS to the BS degree. It will not require any additional prerequisites or contain any hidden credits. The AAS in Mechatronics Technology is only a few years old, but is being revised and upgraded in tandem with this degree to provide a seamless transition from the AAS to the BS degrees.

Incoming freshmen enrolling in the mechatronics AAS program are tabulated. Enrollments peaked to 31 in 2010-2011 because grant money was still available to fund many of the incoming students. There was an enrollment dip in 2012-2013 due to LDS missions, but enrollments are recovering. There are now 15 students enrolled in the freshman class.

Section III: Need

Program Need

Because of the strong manufacturing base in Utah, the demand for workers specifically trained in automation engineering technology is also strong. The strong demand for graduates from the mechatronics AAS program is based on specifically targeting the needs of automation based manufacturers in Utah and teaching the skills directly applicable to the needs of industry. There is a growing need for technicians that are trained beyond the AAS level that know how to lay out, design, and integrate complex production systems that are based on sensors, pneumatics, PLCs, motors, controls, and custom designed mechanical components. In Utah, this applied automation technology based skill set is not directly targeted by the major universities in their classical engineering programs, and this proposed BS program does not conflict with these existing engineering or technology programs. The purpose of this proposed program is to specifically train technologists to directly enter the workforce as automation engineering technologists.

Labor Market Demand

The Department of Workforce Services Utah Metro Occupational Projections does not list mechatronics in their annual employment outlook report, but they do list Electrical and Electronics Engineering Technicians, Industrial Engineering Technicians, Mechanical Engineering Technicians, and Engineering Technicians in general. The Electrical and Electronics Engineering Technician and Mechanical Engineering Technician classifications are the closest to Mechatronics and Automation Technology. In 2011, there were 2,250 electronics technician workers with a 2013 projection of 2,340 with an annual growth of 3.0% and a total of 110 annual openings, resulting in a four-star rating for this classification. There were 590 mechanical technician workers in 2011 with a projected estimate of 620 in 2013 with 30 annual openings and a 2.6% growth rate, giving this classification a five-star rating. This data shows a strong and vibrant manufacturing sector and indicates that there will be a growing demand for Mechatronics Engineering Technologists.

Charts from the US Department of Labor Bureau of Labor Statistics show that there is a demand for electromechanical technicians nationwide. Utah is one of the leaders in annual mean wage, as well as a significant employer of technicians, indicating that this is a viable educational program to supply the technical labor market in Utah.

IM Flash Technology, an industry supporter for this new degree, decided to increase their annual scholarship donation from \$5,000.00 to \$10,000.00 to support this program in order to meet their increasing hiring need.

Student Demand

All of the second year students currently enrolled in the mechatronics AAS have indicated that they are going to continue their education in a four-year degree program. Some of them have, or will soon, enroll in Mechanical Engineering at Brigham Young University, University of Utah, or Utah State University; and one student has enrolled in the Technology Management Program at UVU. In UVU's service region, many schools teach mechatronics courses. For example, in Nebo School District, Lego Mindstorms kits are used in the junior high schools, and Parallax systems are used in some junior high schools in the Alpine School District. The high school teachers have indicated that the students that have talked about the AAS in Mechatronics Technology have said that they are all interested in a four-year degree. The high school teachers have also indicated that they would be able to send many of their students to UVU if a four-year degree was offered in mechatronics.

Similar Programs Offered in the USHE

The BS in Mechatronics Engineering Technology does not exist elsewhere in the State of Utah. It is an applied technology program required to support the implementation of automation systems in manufacturing systems, and is not in conflict with other engineering or engineering technology programs.

The University of Utah offers a Mechatronics Certificate from the College of Engineering upon completion of 14 credit hours selected from a list of recommended classes. Utah State University offers ECE 5320 - Mechatronics, ECE 5340 - Mobile Robots, and ECE/MAE 7750 - Distributed Control Systems, all at the graduate level; and Brigham Young University offers IT 548 - Mechatronics that can be taken either in the senior year or first year as a graduate student.

The closest equivalent to the proposed degree is the Electronics Engineering Technology (EET) program at Weber State University (WSU) where they prepare graduates to specify, install, operate, troubleshoot, and modify computers, embedded controllers, and electronic systems. The WSU program is designed to give

students fundamental knowledge and basic skills in robotics, automation, electronic manufacturing, fabrication, testing, and troubleshooting. The proposed program includes a strong CAD and mechanical design component as well as PLC selection and programming, pneumatics and hydraulics, industrial sensors, and automation system motors. The proposed BS mechatronics degree does not significantly overlap with the EET program at WSU.

Collaboration with and Impact on Other USHE Institutions

The BS in Mechatronic Engineering Technology does not exist at other universities and colleges in the State of Utah. It is created to meet the demands of students and industry for additional training beyond the current AAS degree in Mechatronics Technology at UVU.

Benefits

The economic growth of the State of Utah is impacted by the ability to provide an adequately trained workforce for industry within the state. The graduates with an AAS in Mechatronics Technology are in high demand within the state, because they fill the need for specialists that can operate and design the complex equipment found in industry. Advances in industrial robots and PLC technology, and a lack of trained technicians, have caused industry to look outside of the State of Utah to find skilled employees. The proposed BS in Mechatronics Engineering Technology will provide industry with those much needed graduates that are trained and ready to start a successful career. The proposed BS degree provides a pathway for graduates with an AAS in Mechatronics Technology to develop the advanced skills required by industry. The result is a better trained workforce that meets the needs of the manufacturing industry.

Consistency with Institutional Mission

Utah Valley University is a Master's College and University according to the Utah System of Higher Education R312 document. Section 4.2 of R312 states that the institution's mission "is to transmit knowledge and skills primarily through undergraduate programs at the associate and baccalaureate levels, including career and technical education programs. . . . The institution contributes to the quality of life and economic development at the local and state levels."

A Bachelor of Science in Mechatronics Engineering Technology is an applied educational experience that will prepare graduates to immediately accept employment in local industry as technicians, technologists, designers, and managers. This outcome perfectly fits the role and mission of the Utah System of Higher Education for Master's Colleges and Universities.

Section IV: Program and Student Assessment

Program Assessment

Goals:

1. Provide relevant training so that the graduates of the Bachelor of Science in Mechatronics Engineering Technology will be able to find gainful employment in Utah.
2. Provide an opportunity for students with AAS degrees in related fields to successfully matriculate into the program.
3. Provide graduates that will satisfy the needs of the manufacturing sector with employees trained to design, operate, and integrate their automation technology systems.

Assessment:

1. The graduation rate of the entering students will be evaluated to determine where any program improvements are required.
2. Industry employer surveys will be completed to address the performance of the graduates in the working environment.
3. The Academic Advisory Council will be utilized to address any recommended changes in the degree content to meet the changing needs of industry.

Expected Standards of Performance

The BS in Mechatronic Engineering Technology is designed to prepare students to enter the workforce with sufficient competency to design, operate, and upgrade industrial automation systems. This includes evaluation of non-operating systems and their repair; selection of automation equipment, construction of systems, wiring, and programming of the control systems; and operating of the automation systems for production. Program graduates will:

- Demonstrate proficiency in basic automation technology subjects including: (a) electronic mathematics, (b) AC and DC circuits and components, (c) computer architecture (d) programmable logic controllers (PLC's), (d) industrial pneumatic and hydraulic systems, and (e) CAD based mechanical design.
- Demonstrate appropriate technical reading, writing, and communications skills.
- Demonstrate proficiency in mathematics appropriate for automation technology.
- Demonstrate proficiency in design, analysis, operation, and troubleshooting of automation systems, including: (a) automation motors (servo, stepper, PMDC, and BLDC), (b) industrial pneumatics (actuators, valves etc.), (c) PID speed and position controls, and (d) kinematics/dynamics of machines (motion analysis, linkages, and mechanisms).
- Master PLC programming, operation, and structure for automation systems.

Section V: Finance

Department Budget

3-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$170,534	\$74,000	\$244,534	\$78,276	\$322,810	\$5,851	\$328,661
Benefits	\$79,054	\$32,720	\$111,774	\$35,397	\$147,171	\$2,707	\$149,878
Total Personnel Expense	\$249,588	\$106,720	\$356,308	\$113,673	\$469,981	\$8,558	\$478,539
Non-Personnel Expense							

Travel	\$0	\$1,000	\$1,000	\$1,000	\$2,000	\$0	\$2,000
Capital	\$0	\$20,000	\$20,000	\$10,000	\$30,000	-\$20,000	\$10,000
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$3,000	\$5,000	\$8,000	\$2,000	\$10,000	\$0	\$10,000
Total Non-personnel Expense	\$3,000	\$26,000	\$29,000	\$13,000	\$42,000	-\$20,000	\$22,000
Total Expense (Personnel + Current)	\$252,588	\$132,720	\$385,308	\$126,673	\$511,981	-\$11,442	\$500,539
Departmental Funding							
Appropriated Fund	\$252,588	\$132,720	\$385,308	\$126,673	\$511,981	-\$11,442	\$500,539
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees/Differential Tuition							
Total Revenue	\$252,588	\$132,720	\$385,305	\$126,673	\$511,981	-\$11,442	\$500,539
Difference							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$378		\$361		\$349		\$341
* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.							

Funding Sources

1. UVU PBA institutional funds.
2. Program enrollment growth.

3. UVU process for allocating Carl Perkins Vocational and Technical Funding to the AAS portion of the program.
4. Additional funding will be sought from business and industry partners.

Reallocation

No fund reallocation is planned at this time. Funding requests will be made and prioritized via UVU's annual PBA process.

Impact on Existing Budgets

Not Applicable

Section VI: Program Curriculum

All Program Courses

Course Prefix and Number	Title	Credit Hours
General Education Requirements		38.0
CHEM 1010	Introduction to Chemistry (fulfills additional Biology or Physical Science)	3.0
ENGL 1010	Introduction to Writing	3.0
ENGL 2020	Intermediate Writing--Science and Technology	3.0
ENGL 2310	Technical Communication (fulfills Humanities Distribution)	3.0
MATH 1050	College Algebra	4.0
PHIL 2050	Ethics and Values	3.0
HIST 1700 or HIST 1740 or HIST 2700 and 2710 or POLS 1000 or POLS 1100	American Civilizations or US Economic History (recommended) or US History to 1877 and since 1877 or American Heritage or American National Government	3.0
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2.0
PHYS 2010	College Physics I (fulfills Physical Science distribution)	4.0
PHYS 2015	College Physics I Lab	1.0
Biology	(BIOL 1010 Recommended)	3.0
Fine Arts	(ART1110 Recommended)	3.0
MGMT 1010 or ECON 1010	Introduction to Business or Economics (fulfills Social/Behavioral Science)	3.0
Discipline Core Requirements		83.0
EGDT 1071	3 Dimensional Modeling—Solidworks	3.0
IT 3400	Data Cabling Signal Characteristics	3.0
TECH 3000	Introduction to Technology Management	3.0
MECH 1010	Introduction to Mechatronics	3.0

Course Prefix and Number	Title	Credit Hours
MECH 1200	Electronics in Automation Design	5.0
MECH 1250	Logic Fundamentals for Mechatronic Design	3.0
MECH 2200	Semiconductors Used in Mechatronic Systems	4.0
MECH 2300	Microcontroller Architecture and Programming	4.0
MECH 2400	Mechanical Components	4.0
MECH 2500	Introduction to PLC's in Mechatronic Design	4.0
MECH 2510	Automation System Sensors	3.0
MECH 2550	Advanced PLC Programming and Applications	4.0
MECH 2600	Introduction to Pneumatics	3.0
MECH 3000	Wiring Diagrams in Automation Systems	3.0
MECH 3220	Automation Motors and Controllers	3.0
MECH 3300	Industrial Networks	3.0
MECH 3400	Statics and Strength of Materials	5.0
MECH 3500	Industrial Robots	3.0
MECH 3570	Design Analysis and Rapid Prototyping	3.0
MECH 4300	Advanced Pneumatic Design	3.0
MECH 3700	CNC Machines	3.0
MECH 4100	Technical Math Applied to Automation	2.0
MECH 4400	Polymers/Composites and Processes	3.0
MECH 4500	Advanced Automation Controls	3.0
MECH 4800	Capstone Project	3.0
Sub-Total		83.0
Total Number of Credits		121.0

Program Schedule

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
MATH 1050	College Algebra	4
MECH 1200	Electronics in Automation Design	5
MECH 1250	Logic Fundamentals for Mechatronic Design	3
ENGL 1010	Introduction to Writing	3
Semester total:		15.0
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
MECH 1010	Introduction to Mechatronics	3
EGDT 1071	3 Dimensional Modeling-SolidWorks	3
MECH 2200	Semiconductors Used in Mechatronic Systems	4
MECH 2300	Microcontroller Architecture and Programming	4
ENGL 2020	Intermediate Writing-Science and Technology	3

	Semester total:	17.0
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
MECH 2500	Introduction to PLC's in Mechatronic Design	4
MECH 2400	Mechanical Components	4
MECH 2510	Automation System Sensors	3
MGMT 1010 or ECON 1010	Introduction to Business or Economics as a Social Science	3
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2
	Semester total:	16.0
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
MECH 2600	Introduction to Pneumatics	3
MECH 2550	Advanced PLC Programming and Applications	4
PHYS 2010	College Physics I	4
PHYS 2015	College Physics I Lab	1
ENGL 2310	Technical Communication	3
	Semester total:	15.0
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
MECH 3000	Wiring Diagrams in Automation Systems	3
MECH 3220	Automation Motors and Controllers	3
MECH 4100	Technical Math Applied to Automation	2
Fine Arts	ART 1110 Recommended	3
American Institutions	HIST 1740 Recommended	3
	Semester total:	14.0
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
MECH 3500	Industrial Robots	3
MECH 3300	Industrial Networks	3
IT 3400	Data Cabling Signal Characteristics	3
MECH 3400	Statics and Strength of Materials	5
	Semester total:	14.0
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
MECH 3570	Design Analysis and Rapid Prototyping	3
MECH 4300	Advanced Pneumatic Design	3

MECH 3700	CNC Machines	3
TECH 3000	Introduction to Technology Management	3
CHEM 1010	Introduction to Chemistry	3
	Semester total:	15.0
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
MECH 4500	Advanced Automation Controls	3
MECH 4400	Polymers/Composites, and Processes	3
MECH 4800	Capstone Project	3
PHIL 2050	Ethics and Values	3
Biology	BIOL 1010 Recommended	3
	Semester total:	15.0

Section VII: Faculty

College of Technology and Computing

David P Phillips, Assistant Professor, Engineering Technology Department

- BS, Electronics Engineering Technology, Brigham Young University
- MS, Computer and Information Sciences, University of New Mexico
- 20+ years industrial experience
- 10 years teaching experience

David J. Dunlop, Assistant Professor, Engineering Technology Department

- BS, Mechanical Engineering, University of Utah
- MS, Mechanical Engineering, University of Utah
- PhD, Mechanical Engineering, University of Utah (expected completion 2015)
- 4+ years industrial experience
- 3 years teaching experience

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: New Century and Regents' Scholarship Award Amounts for 2015-16

Background

The New Century Scholarship was established by the Utah Legislature in 1999 to encourage students to accelerate their education by earning an Associate degree in high school from an institution within the Utah System of Higher Education, and requires at least a 3.0 college cumulative GPA and at least a 3.5 high school cumulative GPA. The Utah Legislature created the Regents' Scholarship in 2008 to encourage Utah high school students to prepare for college academically and financially by taking a core course of study during grades 9-12 while also saving for college. We support continued investment in these students who have worked hard during high school to be college ready in support of the 66% goal.

For the Regents' Scholarship, the Base Award is a one-time payment of up to \$1,000 for students who complete a core course of study, meet a minimum GPA, minimum grades on specific courses, and ACT requirements. Students qualify for the Exemplary Achievement Award by having no grade lower than a "B" in the required classes, at least a 3.5 cumulative GPA, and a composite ACT score of 26. The New Century and Regents' Scholarship Exemplary Award is a flat dollar amount and the maximum amount a recipient may receive is \$1,250 per semester, renewable for up four semesters. The Utah Educational Savings Plan (UESP) Supplemental Award in the Regents' Scholarship is available for students who earn the Base Award and who have contributed to a UESP account during ages 14-17 (a maximum award of \$100 per year for each \$100 contributed to their account). The scholarships maybe used at any public college or university in the Utah System of Higher Education, as well as at Brigham Young University, LDS Business College and Westminster College.

The Board of Regents is authorized to set the award amounts based on legislative appropriation and number of qualified applicants. Since 2010, the Commissioner's Office, in behalf of the Board of Regents, has also been required by law to advise scholarship applicants and potential applicants that the level of awards are subject to legislative appropriation and may be reduced and vary from year to year.

Issue

In September 2014, based on prior growth, compliance data and trend analysis estimates, the Regents requested \$3 million of ongoing money to fund the scholarships. This amount was prioritized and

recommended by the Fiscal Analyst and the Higher Education Appropriations Subcommittee. Following the February 1 deadline it was determined that Regents' Scholarship applications grew by 22 percent over the previous year. New Century received 411 applications, which is a 7 percent decrease over 2014. The budget request also accounts for recipients from previous years with remaining eligibility and a larger number of previously deferred recipients (such as for LDS missionaries) who will start returning and activating their scholarships during the academic year. As we have done the past couple of years, to maximize the use of state dollars and to treat all students equitably, we have combined scholarship administration and budgets.

The legislature approved \$2.5 million in one-time funding and appropriated \$500,000 of ongoing funding to accommodate the Regents' Scholarship program growth. This money, along with on-going appropriations, will provide enough resources to set the amount for the New Century and Regents' Exemplary awards to be fully funded at \$1,250 per semester for 2014-15 college academic year.

Commissioner's Recommendation

The Commissioner recommends that, pursuant to Utah Code Annotated 53B-8-108(8)(b), the Board approve the following amounts for the New Century and Regents' Scholarships for the college academic year 2015-16:

<u>New Century Scholarship:</u>	<u>\$1,250 per semester (100% of full amount)</u>
<u>Regents' Base Award:</u>	<u>\$1,000 one-time (100% of full amount)</u>
<u>Regents' Exemplary Award:</u>	<u>\$1,250 per semester (100% of full amount)</u>
<u>Regents' UESP Savings Match</u>	<u>Up to \$400 one-time (100% of full amount)</u>

David L. Buhler
Commissioner of Higher Education

DLB/MMK

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Institutional Completion Update: Dixie State University

Background

In July 2013, the Board of Regents unanimously passed a resolution to “Implement Strategies to Increase Completion Rates in Support of the 66% Goal.” This resolution acknowledged that the Utah State Board of Regents is committed to improving the completion rates of students who enroll in an institution within the Utah System of Higher Education by ensuring a quality, cost-effective educational experience and awarding meaningful education credentials that will help students find gainful employment and life-long success. The Presidents and their administrations and faculty have taken seriously the Board’s charge and have been implementing these strategies.

In 2014, the Utah System of Higher Education provided *USHE Completion Grants* to support and scale projects that the institutions had developed to help them meet the implicit goals in the 2013 Board of Regents’ Completion Resolution.

In January 2015, institutions reported their three- and five-year goals regarding college completion overall and the specific initiatives in the Resolution to the Board of Regents.

Briefly, the five specific recommendations in the resolution are:

1. *Establish 15 credits hours per semester as the normal full-time course load for students.*
2. *Set plateau tuition levels with a focus on 12 to 15 credit hours to help students maximize their tuition dollars and their time.*
3. *Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to current and potential students.*
4. *Encourage students to enroll in an appropriate mathematics course in their first year of college.*
5. *Explore the feasibility of implementing reverse transfer/stackable credentials.*

Issue

As a follow-up to these efforts, the members of the Academic and Student Affairs Committee requested at their January 2015 meeting that institutions report in more depth on their practices and policies that are having the most impact regarding college completion.

Institutions have been asked to highlight two areas:

- one of the five strategies outlined in the resolution for which they have gained momentum, and
- one institution-led area for which they are demonstrating impact in retention or completion.

Next Steps

Dixie State University, the May host institution, will lead these efforts and make the first institutional report. Over the next six months, all institutions will have a chance to report on their successful strategies to the Committee.

Commissioner's Recommendation

This is an information item only; no formal action by the Board is required. However, the Board is encouraged to congratulate the institutions on the progress they are making toward meeting their institutional completion goals.

David L. Buhler
Commissioner of Higher Education

DLB/CF

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – First Year Report on Associate of Applied Science in Professional Pilot with Emphases in Rotor-Wing and Fixed-Wing Aircraft

Issue

The Southern Utah University (SUU) Associate of Applied Science in Professional Pilot with Emphases in Rotor-Wing and Fixed-Wing Aircraft was approved by the Board of Regents May 17, 2013 with an effective date of Fall Semester, 2013. At the time of approval the Board of Regents requested that SUU provide a report following the program's first full year of operation.

Background

The institution has submitted its first year report for the professional pilot program. As reported by the institution, highlights of the first year include:

- Enrollments have exceeded projections. There were 73 declared majors producing 52.19 student FTE. Projections were 60 and 18, respectively.
- A new faculty member and a new advisor were hired to support the program. Program revenues were used to support these positions.
- Employment projections appear to be promising. Twenty-one students completed flight instructor certifications during the first year. These students have been hired to assist with flight instruction for newer students in the program. A few students left the program to take positions in industry soon after they earned flight certification.

The institution noted that adjustments to the curriculum are needed. Specifically, additional elective courses need to be developed and offered to offset the number of higher cost elective lab-based courses.

A representative from SUU will provide a first-year program summary at the Academic and Student Affairs Committee Meeting on March 27, 2014. As part of this presentation staff has requested that SUU provide a response to how it has met and how it plans to meet program challenges to include the following:

- The need to enroll military veterans in the program
- The Veterans Administration (VA) requirement that Upper Limit Aviation be in business for two years before it can qualify as an approved training organization
- The financial and contractual arrangements that SUU made to overcome the challenge identified above
- The strategies that SUU has in place should the VA change its rules to limit or eliminate funding of students in the SUU program

Policy Issues

There are no outstanding policy issues. Southern Utah University has met the expectations set by the Board of Regents in 2013 when the program was approved. A three-year report is expected in two years.

Commissioner's Recommendation

This is an information item only. No action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

First-Year Report
Southern Utah University
Professional Pilot – Associate of Applied Science (AAS)
10/03/2014

Program Description

The Professional Pilot program combines flight training with technical and professional courses essential for success in the expanding aviation and aerospace industry. The program offers courses for students preparing for a career related to rotor-wing or fixed-wing operations within the commercial aerospace/aviation industry. The Professional Pilot program has a specific focus on serving veterans and in assisting them prepare for well-paying jobs in a variety of job sectors. This program is unique in that it is a public/private partnership (between SUU and Upper Limit Aviation) and thereby relieves the state from the high cost of maintaining aircraft, repairing equipment, and purchasing liability insurance. While Upper Limit Aviation delivers the instructional aspects of the flight training and issues the pilot license, SUU provides the remaining curriculum and awards the AAS degree. Professional Pilot students are encouraged to pursue their baccalaureate degree in either Interdisciplinary Studies or General Studies.

The Professional Pilot program was approved by the Board of Regents on May 17, 2013 and the first students entered the program in Fall 2013. The program has had a highly successful first year. There has been a steady flow of new students into the program. The students in the program appear to be satisfied with their experience.

Enrollment and Revenue Data

Departmental/Unit Enrollment and Staffing Data	Prior to Program Implementation	2013-14		2014-15		2015-16	
		Est.	Actual	Est.	Actual	Est.	Actual
Total Department Student FTE <i>(Based on Fall Third Week Data)</i>	NA	18	52.13	74	NA	129	NA
Total Department Faculty FTE <i>(A-1/S-11/Cost Study Definition)</i>	NA	2.50	4.99	4	NA	4	NA
Student FTE per Faculty FTE <i>(from Faculty FTE and Student FTE above)</i>	NA	7.20	10.44	18.5	NA	32.25	NA
Program Level Data							
Total Number of Declared Majors in Program	X	60	73	160	NA	180	NA
Total Number of Program Graduates	X	0	0	30	NA	80	NA
Departmental Revenue							
Total Revenue to Department <i>(Total of Funding Categories from R401 Budget Projection Table)</i>	NA	\$184,490	\$250,299	\$228,400	NA	\$235,152	NA

Departmental Instructional Cost per Student Credit Hour (<i>per Institutional Cost Study Definition</i>)	NA	X	\$156.38	X	NA	X	NA
--	----	---	----------	---	----	---	----

Institutional Analysis of Program to Date

Strengths:

Enrollments are certainly a major strength of the program. There were 73 new students admitted for the first semester of the program (Fall 2013). Enrollments have steadily increased each semester. As of Fall 2014, there are approximately 150 students in the program; by Spring 2015, the number of students in the program is expected to reach over 180. There are an additional 40 prospective aviation students who have already initiated the university admissions process for Spring 2015 or Fall 2015.

Due to the better than estimated student growth, SUU has seen fit to add a full-time, 9-month contract, aviation lecturer position for the 2014-2015 academic year. A new academic advisor has also been added to support the large Professional Pilot student population. These new hires bring the aviation staffing of the program to a total of five positions: Program Director, VA Certifying Official/Accountant, Aviation Lecturer, Academic Advisor, and Administrative Assistant. SUU continues to contract with Upper Limit Aviation to provide professional instructors for specialized aviation courses.

Weaknesses:

Although funding resources have supported staffing needs, there is a strong need for classroom and lab equipment. The program is running on meager resources to support student learning in terms of classrooms, lab spaces, and other equipment. Continued support of innovative educational strategies will require additional resources (these include: flight simulators, avionics trainers, educational software, etc.). This equipment is also necessary to contribute to program quality by supporting student learning and enhancing student opportunities upon graduation from the program. SUU has allocated modest funds for the purchase of these items and has changed fiscal policy to allow carry-over of unused funds which will allow for more expensive items to be purchased in the future.

A weakness of the program, which may adversely impact enrollments and student retention, is the lack of elective courses which are not associated with flight labs. Flight labs have expensive flight lab fees associated with them. Between six and ten elective credit hours are required for graduation; only three of those (one course) are credit hours that do not require an expensive flight lab fee. It is desirable that additional elective courses be created and made available to the students so they may choose, at their option, to satisfy AAS graduation requirements at a reduced expense. These courses are being conceived and will be submitted for approval after their development.

In terms of continuous improvement and ensuring that students are provided with relevant experience, the curriculum will undergo some revisions. For example, some additional flight labs, for student flexibility, will be added. Likewise, some current courses will be modified and/or deleted.

Employment Information

Employment information is limited as the first graduate from the program is not expected until after Fall 2014. However, there are 21 current students in the program who have already earned the appropriate flight instructor certifications and are employed in the program as instructors teaching the newer students. Several students left the program before graduating due to job offers they didn't wish to turn down. At least one student is making plans to come back in between his job responsibilities to finish his degree. Because the AAS degree is a 2-year degree a significant number of graduates are expected over the next three semesters and updated employment data should be available at that point.

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Cluster Acceleration Partnership Report

Issue

This document provides a summary of the Utah Cluster Acceleration Partnership for projects funded during the 2014-15 fiscal year.

Background

In 2009, the Department of Workforce Services (DWS), the Utah System of Higher Education and the Governor's Office of Economic Development, partnered to create the Utah Cluster Acceleration Partnership (UCAP). This partnership was designed to strengthen the connection between industry and higher education by developing and strengthening programs and infrastructure that align with current and emerging workforce needs. Initial funding came primarily from American Recovery and Reinvestment Act (ARRA) funds and from Job Growth funds contributed by DWS. These initial funds were invested to build capacity in aerospace, energy, digital media, health care, life sciences, international business, and manufacturing. Projects were generally funded with the objective to have state-wide reach.

In July, 2013 after the initial ARRA funds were committed, the UCAP program was redesigned to provide grants on a regional basis (within the state) to public post-secondary educational institutions and economic development agencies. Under this redesigned structure, institutions apply for grants that target specific workforce needs within a region. Job Growth funds from DWS and matching funds from grant recipients provide the monetary resources to implement the projects. The attached report provides a summary of results from the projects that were funded in fiscal year 2013-14.

For FY 14, a total of 15 applications (12 different training institutions and three economic development partners) were approved, totaling \$2,017,270. These funds, coupled with \$3,346,618 in leveraged resources from grant recipients, were used to develop 25 new certificate or degree programs, and to expand capacity for six existing programs and three economic development projects. These projects have supported the Governor's 66% by 2020 initiative by expanding capacity such that 875 new training slots are available annually to prepare people for high-demand and technically-oriented employment opportunities.

The UCAP initiative continues to be a viable component for growing innovative programs that have direct alignment with current and emerging industry needs. During FY15, an additional \$2M was funded to 15 additional projects. These projects are currently being implemented. Plans are underway to make a similar funding commitment for FY16.

Policy Issues

There are no policy issues associated with this report.

Commissioner's Recommendation

This is an information item only. No action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

2013 – 2014 UCAP Projects Highlights & Outcomes



Fiscal Year 2013 – 2014 Utah Cluster Acceleration Partnership – Project Summary

Background: In 2009, the Department of Workforce Services (DWS), the Utah System of Higher Education (USHE) and the Governor's Office of Economic Development (GOED), partnered to create the Utah Cluster Acceleration Partnership (UCAP). This partnership was designed to help strengthen the alignment between industry needs and educational programs by convening industry groups.

In July, 2013 the UCAP program was redesigned to provide grants to public post-secondary educational institutions to develop, implement or enhance educational programs that meet industry needs. UCAP also provides assistance for cluster industry initiatives. A total of 15 applications (12 different training institutions and 3 economic development partners) were approved, totaling \$2,017,270. These funds coupled with \$3,346,618 in leveraged resources were used to develop 25 new certificate or degree programs, expand capacity for six existing programs and support three economic development projects. This created the capacity for 875 new training slots annually to support the Governor's 66% by 2020 initiative.

UCAP Award/Outcome Summaries:

Bridgerland Applied Technology College (BATC) \$174,560 (\$200,000 leveraged)

Project Title: Automated Manufacturing – Robotics and Composites Certificate Expansion

- Enrollment began October 2013
 - 43 people have been trained and received industry-recognized certifications
 - 21 with Motoman Robotics Merit Certification
 - 22 with Fanuc Robotics Certification
 - 10 students have completed the Introductory Robotics class
 - 39 students have completed the automated manufacturing PLC classes
 - 5 people have completed the basic and advanced composites classes
- BATC is a Motoman Certified Merit Training Center
 - There are currently only three certified centers in the country- the next closest being in Ohio
 - As a certified MERIT training center, the ratio of students to robots is two to one, with four Motoman robots- this allows BATC to train eith students at a time
- BATC is also a Fanuc Certified training facility with four Fanuc Robots with similar requirements for training
- Starting July 1, 2014 BATC has four certificates approved. Current students and those new enrolling students will qualify to earn these new Automated Manufacturing and Robotics certificates:
 - 330 hour certificate - Industrial Robotics Basic
 - 600 hour certificate - Autonomous Mobile Platforms
 - 900 hour certificate - Industrial Robotics Advanced
 - 1500 hour certificate - Automated Manufacturing Advanced

- Career pathways were established for students who have completed 900 hour certificate programs to move on to the next level at Utah State University (USU) and receive 30 credits towards an AAS in General Technology
- Articulation agreements are being developed to allow students to move into BS programs at USU in engineering or technology, into engineering robotics technology (ERT), or manufacturing management at Utah Valley University (UVU), the latter of which is an online degree
- High School Competitions: During the last year BATC hosted one of the VEX robotics competitions with over 300 in attendance and 18 teams competing
 - One BATC student went on to compete at the world VEX competition in Anaheim, CA, placing 27th

Davis Applied Technology College \$250,000 (\$351,610 leveraged)

Project Title: Injection Molding Program Development

- Enrollment for this program began December 15, 2014, and classes began January 19, 2015

Dixie State University (DSU) \$188,400 (\$193,000 leveraged)

Project Title:

- Hosted first ever Code School with 58 applicants and 32 individuals accepted into the program.
 - Code School was ten weeks, five days per week, from 9:00am-4:00pm
 - Along with DSU, instructors were also provided from the private sector: Rocketmade, BusyBusy, CustomBit and Velocity Webworks
 - Courses included: HTML & CSS, JavaScript, Web API's, Client Side MVC, Server Side MVC, Project Development and Web App Development
- Summer Camp Enrollments were as follows:
 - 96 – Computer Camp for 6th Graders
 - 68 – Computer Camp, ages 8-18
 - 52 – Girls Go Digital!, ages 8-18

Dixie Applied Technology College \$45,000 (\$130,000 leveraged)

Project Title: IT Certifications

- Added 18 work stations in a MAC lab
- Became a certified testing center for A+, Network + and Security +
- Thirteen adult students enrolled with 6 adults that have completed national certifications
- Fourteen high school students enrolled in the AM-STEM IT program with all of them earning national certifications

Impact HUB \$150,000 (\$600,000 leveraged)

Project Title: Entrepreneurship and Business Acceleration

- One hundred active members
- Hosted more than 50 events in 2014 facilitating collaboration among the start-up community and/or educating members on issues and resources available
- Launched a 12-week software development program
- Moving into newly renovated facility in February 2015

Mountainland Applied Technology College \$200,000 (\$493,209 leveraged)

Project Title: Advanced Machining Program

- Four students completed the machine tool program in May and began the CNC machining program in August
- Both the Machine Tool Technology and CNC Machining have received accreditation approval from the Council on Occupational Education
 - Both programs have also been approved for Financial Aid
 - This will increase the ability of students to afford the program

Office of Energy Development / University of Utah \$200,000 (\$332, 000 leveraged)

Project Title: Energy Research Projects and Talent Development Initiative

- Total requested funding was \$1,230,793 for an available \$445,000, indicating a strong need within the research community for additional funding for Utah-focused research and workforce development
- Seven projects (three faculty members and four students) were funded
- During the Energy Development Summit on June 3rd and 4th, 2014, students were recognized at the summit breakfast and participated in poster sessions throughout the day
- Faculty winners participated in an afternoon panel discussion moderated by Al Walker
- **TIER 2 – GOVERNOR’S ENERGY LEADERSHIP SCHOLARS**
 - From USU, Ph.D. candidate Nan Jiang was selected for her proposal on Developing Hydrogen Evolution Catalysts Using First-Row Transition Metal Chalcogenides or production of hydrogen fuel cells from solar power
 - From Brigham Young University (BYU), B.S. Candidate Stephen Erickson was selected for his proposal on Materials Study for Future Layered Photovoltaics Using Protein Enclosed Nanocrystals or photovoltaic production process improvements
 - From the University of Utah (U of U), Ph.D. candidate Leila Ghadbeigi was selected for her proposal Evaluation of Cold Temperature Performance of PCM Based TMS in Hybrid Electric Vehicles, or the study of hybrid electric vehicle battery performance at cold temperatures
 - The fourth project was designated for a Utah student resident from a North American Indian Tribe, but despite diligent outreach by ERT staff, no tribal members applied for the grant
 - Therefore, the fourth and final student project was designated to be a “jump ball” for the best remaining project from any university
 - Matthew Judge, a B.S. Candidate at the U of U was selected for his research on High Performance Mg₂Si Nanostructured Thermoelectric Materials or molten salt research
- **TIER 1 – PRINCIPLE ENERGY ISSUES**
 - From USU, a project being led by Dr. Marc Mansfield with co-investigators of Dr. Seth Lyman (USU), Dr. John Horel (U of U) and Dr. Jaron Hansen (BYU) will study Computer Modeling of Winter Ozone Formation in the Uintah Basin
 - From BYU, a project being led by Dr. Daniel Ess, with co-investigators Dr. Caroline Saouma (U of U) and Dr. Yujie Sun (USU), will examine Catalytic Conversion of Carbon Dioxide to Carbon Monoxide and Methanol
 - From the U of U, a project being led by Dr. Rich Roehner with co investigators Dr. Michael Hoepfner (U of U), Dr. Scott Hill (USU) and Dr. John Hedengren (BYU) examines Characterization of Waxy Crude Deposition in Pipelines

Ogden Weber Applied Technology College \$200,000 (\$212,715 leveraged)

Project Title: Nondestructive Inspection (NDI) Certificate

- The NDI program launched March 17, 2014 with 15 students enrolled and expected to receive certificates of completion within 6 months
- The NDI certificate is industry-validated with capacity to train 75-100 students annually
- **Stackable credentials established:**
 - NDI training integrated into composites certificate program; Composites modules included in NDI curriculum
 - New collaboration efforts with Weber State University (WSU) to integrate NDI training into manufacturing engineering degree programs for university students
 - Continued collaboration with Salt Lake City Community College's (SLCC) NDI program to provide an expanded educational pathway

Uintah Basin Applied Technology College (UBATC) \$100,000 (169,900 leveraged)

Project Title: Healthcare Programs Expansion

- Equipment was purchased and installed
- Training has been provided for Alicia Tegan Director of Nursing for UBATC, Diane Remington, Nursing Administrative Assistant and Lab Technician, Monty Hardinger, Nurse Educator and Kristy Keel, Pediatric Nurse from Uintah Basin Medical Center

Utah Manufacturer's Association \$102,500 (\$15,000 leveraged)

Project Title: Virtual Industrial Park

- Over 500 Utah companies are now registered to use the project's newly developed searchable data-base of Utah manufacturers, known as the UCAN System

Utah State University Eastern – Price Campus \$55,000 (\$110,000 leveraged)

Project Title: Welding Program Expansion

- A new instructor has been hired
- Shop expanded to facilitate the installation of the additional equipment.
 - Expansion will allow for an additional 5 students per class
 - Expansion capacity made available beginning Fall of 2014

Utah State University Eastern – Price Campus \$86,850 (\$94,293 leveraged)

Project Title: Medical Assistant Program

- Program is anticipated to begin Fall Semester, 2015)
- The delay in hiring an instructor complicated the task of purchasing the needed equipment and specifically the supplies
- This program was ultimately moved from the Center for Workforce Development to the College of Nursing

Utah State University – Blanding \$89,960 (\$126,336 leveraged)

Project Title: Heavy Equipment Operator Certificate Expansion

- The purchase and installation of the simulators was completed and training provided for the instructors
- In Spring of 2014, simulator training was integrated into the existing curriculum including the development of contextualized learning and competency based metrics

- Capacity has increased from 24 to 36 annually
- The use of the simulators in the classroom as opposed to all training being done on the actual equipment has resulted in an annual fuel cost savings of \$61,843.50
- Simulators are mobile and were able to be used at a STEAM Expo for recruiting and education

Utah Valley University \$157,000 (\$324,000 leveraged)

Project Title: Business Engagement and Information Technology (IT) Certificate Expansion

- With funding from a Utah Cluster Acceleration Project (UCAP) grant, work was begun Fall 2013 to create two pathways in the Information Technology Cluster:
 - Certificates of Proficiency (COP) in the IT Cluster –Certificate programs are provided to secondary education students through UVU concurrent enrollment:
 - COP in Computer Science
 - COP in Information Technology
 - COP in Digital Media.
 - Non-credit Certificates of Proficiency in Software Testing – Certificates focus on adult training and are delivered through UVU Community & Continuing Education:
 - Level 1: Beginning Software Testing Non-Credit COP
 - Level 2: Advanced Software Testing Non-Credit COP
- The publication - Utah Valley University Business Engagement Strategy Career Pathways – Phase II: Computer Science and Software Engineering, 2013-2014 has been updated and reproduced

Weber State University \$18,000 (\$9,555 leveraged)

Project Title: Solar Energy Institute NABCEP (North American Board of Certified Energy Practitioners) Accelerated Training Proposal

- With support from Utah Cluster Acceleration Program, Weber State University, Department of Engineering Technology expanded a new partnership with a regional alternative-energy small-business (Gardner Alternative Engineering), and strengthened a training collaboration with Solar Energy International (SEI-a DoE accredited NABCEP training provider)
- Four Engineering Technology students successfully completed an accelerated training sequence in solar photo-voltaic system design and installation during May-June 2014
 - A total of four courses, two online, and two laboratory weeks, comprised a training sequence equivalent of 150 hours
 - The students recently completed the Computer-Based format NABCEP Entry-Level-Certification Exam
 - Four offers of employment (part-time and full-time – Gardner Engineering, South Ogden, UT) are immediate and relevant outcomes of the new program
 - In addition, Gardner Engineering has agreed to fully reimburse the NABCEP certification entry-level exam fee for any future employee
- The direct-training collaboration for senior-level students is the first phase of a department alternative-energy curriculum development plan. Future progress for the Engineering Technology (ET) department directly related to the contributions of 2014 UCAP include the following:
 - WSU-ET is offering an alternative-energy course for the fall semester
 - WSU-ET is acquiring photovoltaic laboratory hardware
 - WSU-ET will submit USDA SBIR grant proposals with additional sustainable-technology, small businesses in the Ogden community

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: HB 198 Strengthening College and Career Counseling

Background

The Southern Regional Education Board (SREB) College and Career Counseling Initiative is a multi-state consortium that works to increase the knowledge and skills of professionals who advise students on reaching their postsecondary aspirations. A key program component is a series of training modules, called Strategies in College and Career Counseling (CCCI), for professional development of school counselors. In 2011, Assistant Commissioner Kincart decided to purchase a state license from the Southern Regional Education Board to strengthen Utah's College Access Challenge Grant (CACG) professional development objective.

Traditionally, school counseling master's degree programs have not included in-depth college and career counseling training. However, in 2012, the Utah System of Higher Education brought together various stakeholders to customize SREB's training modules with Utah content, and they have been infused into Utah's pre-service and professional development training programs at both the University of Utah (UU) and Utah State University (USU) – the two state institutions that offer a Masters in School Counseling degree. Prior to this, implementation of CCCI in the southern region had primarily been in the professional development arena for existing school counselors.

While more recent program graduates have received this training, many practicing school counselors are lacking these more targeted college and career counseling skills. Additionally, some of our school counselors completed their training from out-of-state or online programs which may not have this college and career ready emphasis.

In order to fill this need, with support of the CACG, Utah State University and the University of Utah developed in-service curriculum based on the SREB modules and offered the course for college credit to 114 counselors from various districts across the state during 2013-2014. In January 2015, the USHE-sponsored StepUP Ready Grant program made possible by a legislative appropriation, funded initiatives for USU and UU to offer the SREB course tuition-free to 175 school counselors (and some teachers in Iron district) located in eight school districts by the end of December 2015. Requirements for course completers in the USU grant include submitting a plan for implementing a College and Career Readiness (CCR) Action

Plan, while the UU partnership is creating a series of administrator training workshops to promote strong working relationships with counselors to complement the college and career counseling training.

Issue

HB 198 Strengthening College and Career Counseling builds upon our groundbreaking work in preservice counselor training and requires the Utah State Office of Education (USOE) to collaborate with the Utah Board of Regents, educational entities, and business/industry partners to create a certificate program for working school counselors, increasing their competencies in college and career readiness counseling.

This bill funds the implementation of a 120-hour College and Career Readiness Certificate program for 600 practicing school counselors. Two new modules would be developed and added to the SREB curriculum. Counselors with prior CCCI coursework could waive the 4 SREB modules. Qualifying districts and charters would apply for funds to cover the cost of counselors' coursework, and participants would be required to submit an action plan for implementation in schools after completion of certificate coursework.

Commissioner's Recommendation

This is an information item only, no formal action by the Board is required. However, the Board is encouraged to read and take note of the information in this memorandum and review the attached *Deseret News* article, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

David L. Buhler
Commissioner of Higher Education

DLB/MMK
Attachment

Deseret News

More college and career training needed for school counselors, lawmakers say

By Morgan Jacobsen , Deseret News

Published: Monday, March 2 2015 11:39 a.m. MST



Utah lawmakers are hoping to better equip school counselors with the knowledge and skills necessary to help students prepare for college and beyond. (Shutterstock)

SALT LAKE CITY —

School counselors are trained to help students graduate from high school. But Utah lawmakers are hoping to better equip school counselors with the knowledge and skills necessary to help students prepare for college and beyond.

[HB198](#) would appropriate a \$440,000 grant from the education fund to create an online training program to certify counselors as "highly skilled" at providing college and career counseling,

helping students enroll in necessary courses and find scholarships where available.

"Just like we want to have a teacher who's up to date on math or science and have specific training there, we want to make sure that our counselors have specific training in college and career readiness," bill sponsor Rep. Patrice Arent, D-Millcreek, said Monday.

The bill requires the Utah State Office of Education to collaborate with the Utah State Board of Regents, industry partners and other stakeholders to develop the 120-hour program for working counselors who choose to participate.

The one-time funding appropriation would be enough to enroll about 600 counselors. If demand for the program is high, the Legislature may consider appropriating additional funds, Arent said.

<http://www.deseretnews.com/article/865623219/More-college-and-career-training-needed-for-school-counselors-lawmakers-say.html>

She said the training program needs to be developed on the state level because many school districts don't have the resources to create one locally, and funds appropriated through the weighted pupil unit are already spoken for in many cases.

"This cannot be done on a local basis," Arent said.

Melissa Kincart, assistant commissioner for outreach and access at the Utah System of Higher Education, said Utah schools need more counselors who are up to date on the most effective ways for students to navigate college pathways.

"We need more students to come to the Utah System of Higher Education and our other colleges and universities more ready to actually be there," Kincart said. "We are excited about this bill, that it invests in professional development for school counselors, provides them the training and resources that they need, and also invests in the certification."

Jerre Holmes, superintendent of the North Summit School District, said he's seen a strong desire from school counselors to further their abilities to help students through important steps toward college completion and successful employment.

"You can see the preparation that's gone into this (bill), counselors leading the charge who want to be better. It's their opportunity to serve our kids better as they transition from public education to higher education," Holmes said.

The bill has already passed the House and was unanimously recommended by the Senate Education Committee on Monday. It will now be considered by the full Senate.

Email: mjacobsen@deseretnews.com Twitter: MorganEJacobsen

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Campus Master Plan Update Approval

Issue

Dixie State University (DSU) has requested approval of their updated Campus Master Plan that was last formally approved on March 28, 2014. The proposed changes are summarized in the attached letter from DSU. A campus map showing the location of the changes is also attached for your review. DSU officials will be present at the meeting to present these materials and respond to questions from the Regents.

Commissioner's Recommendation

The Commissioner recommends approval of this updated Campus Master Plan.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

March 3, 2015

Dr. David L. Buhler
Commissioner of Higher Education
Board of Regents Building
60 South 400 West
Salt Lake City, Utah 84101

Dear Dr. Buhler,

Purpose

Dixie State University (DSU) is requesting Regent approval of the fiscal year 2016 institutional master plan.

Master Plan Update

The proposed master plan is comprised of the following capital development needs including several significant changes to the prior master plan as detailed below.

1. Human Performance/Student Wellness Center – updated building name and location change to corner of 300 S. and 700 E. (DSU Tennis Court land bank)
2. On-Campus Student Housing – Phase I of student housing project
3. Gardner Center Additions
 - a. Additional offices on North East balcony
 - b. Addition to South East corner for expanded dining room space
 - c. Addition to South West corner for relocation of Campus Store
4. Hansen Stadium Improvements
 - a. 5,000+ seat grandstand on East side of Stadium including opposing team locker rooms and updated decorative fencing around perimeter
 - b. Three level press box addition to existing West grandstand to include club seating and hosting rooms
 - c. Re-surfacing and improvement of track including construction of field venues suitable for hosting tack and field events and competitions
 - d. Addition of restroom and concession venues to serve increased patron capacity
5. Parking Garage location updated to parking lot East of Burns Arena and Hansen Stadium

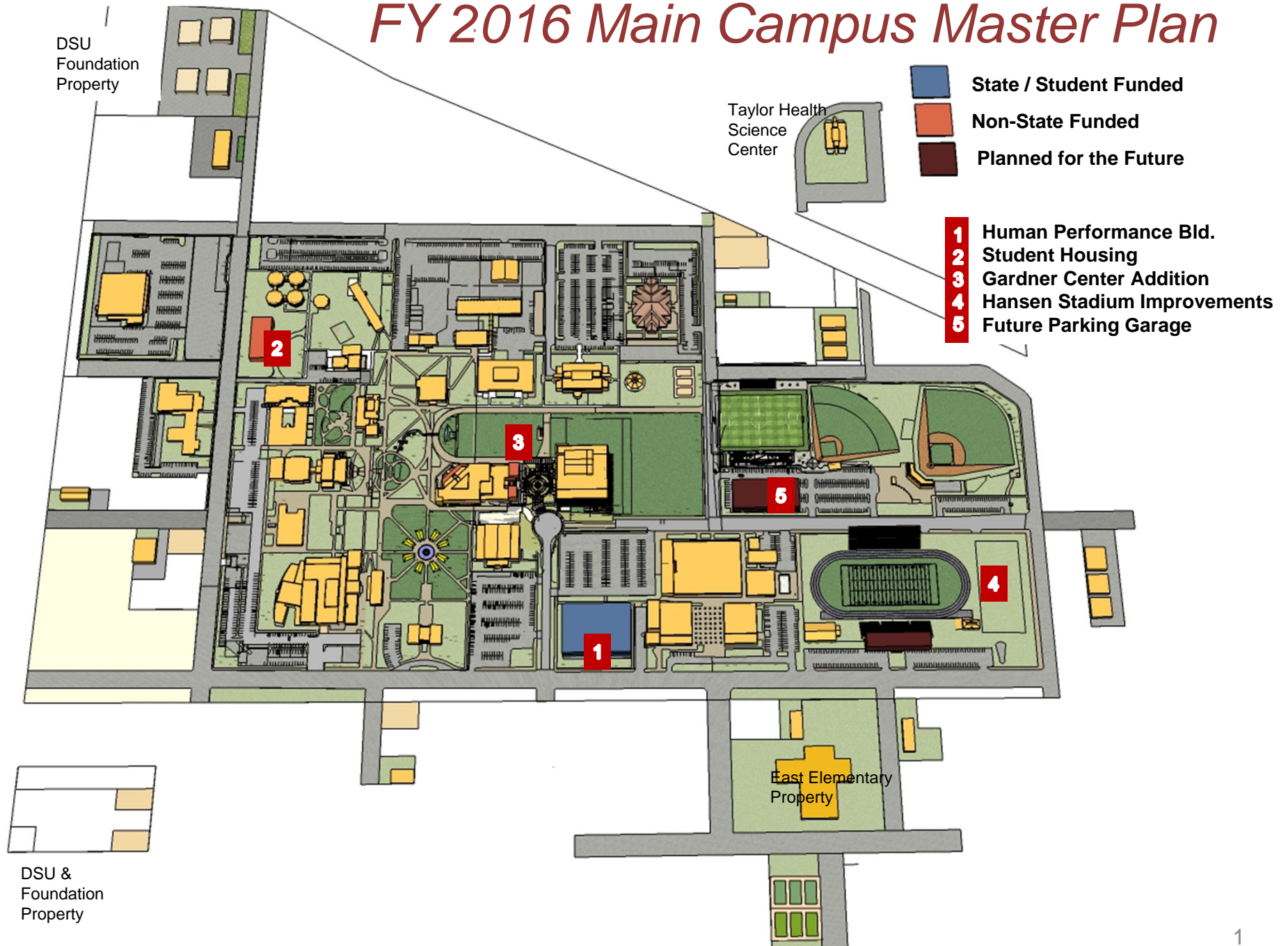
Sincerely,



Paul C. Morris

cc: Richard Williams, Sherry Ruesch

FY 2016 Main Campus Master Plan



March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Sale of Property

Issue

Dixie State University (DSU) has requested authorization to sell two properties located at 605 and 641 East Tabernacle Street, St. George Utah to Dixie Towers, L.L.C. (Developer), for the development of privately owned student housing. The combined properties are .42 acres in size.

Background

Primarily as a result of its rapid growth, DSU has repeatedly documented the lack of sufficient student housing of adequate quality and reasonable proximity to the campus as a deterrent to continued enrollment growth. The proposed sale of the two parcels indicated, together with the sale of an additional 2.29 acres of adjoining property by the Dixie College Foundation (Foundation) will provide the Developer with sufficient property to build residential housing for up to 628 students on property adjoining the St. George Campus.

The need for student housing and the nature of the proposed project are described in the attached letter from DSU requesting this approval. The key elements of the proposal are:

- The properties will be sold by DSU at the combined appraised value of \$230,000.
- Sale of the property is contingent upon the Foundation's approval to sell its 2.29 acres of adjacent property.
- Settlement on the property transaction may extend for up to ten months to allow for sufficient time to obtain St. George City approvals and permits.
- Upon closing, a \$500,000 escrow will be deposited with a third party and held as a guarantee to be returned to the Developer upon completion of site and foundation work on the project.
- The project will provide an estimated 628 DSU students with housing that is adjacent to the campus and privately owned.
- The project will include an estimated 110,000 square feet of residential space, 19,000 square feet of retail space, and a multiple-story parking garage with 488 parking stalls.

DSU Board of Trustee approval is scheduled at their March 20, 2015 meeting, with Dixie College Foundation approval anticipated on April 13, 2015. The following materials are attached for your information: Executive Summary of the property appraisal; Attachment #1 that shows the properties and their location; Attachment #2 that provides detailed information about the project, the Developer, and a

rendering of the proposed project; and a letter from ICON Commercial Lending disclosing the commercial real estate loan approval to the Developer. DSU representatives will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends Board approval for DSU to sell this property as proposed, subject to the appropriate approvals by the DSU Board of Trustees and the Dixie College Foundation.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

Paul C. Morris
Vice President for Administrative Services
Phone: 435-652-7504
Email: morris@dixie.edu

March 4, 2015

Dr. David L. Buhler
Commissioner of Higher Education
60 South 400 West
Salt Lake City, Utah 84101

Dear Dr. Buhler:

Purpose

Dixie State University (DSU) is requesting Regents' authorization for the sale of two pieces of institutional property located at 605 and 641 East Tabernacle Street contingent upon the Dixie College Foundation's approval to also sell approximately 2.29 acres of adjoining property.

Issue

Dixie State University has identified a shortage of student housing as a primary barrier to continued student enrollment growth. Dixie State University supports the development of new privately owned off-campus student housing complexes to help meet student demand. Dixie State University recognizes the value of a residential campus experience where students live in close proximity to campus and can walk or ride bikes to class and other activities. As student housing development opportunities adjacent to campus are very limited, the University is in favor of higher density student housing projects to accommodate a larger number of students desiring to attend DSU.

Dixie State University has experienced a 33% increase in student enrollment growth over the past 6 years. Fall 2014 student enrollment was up by 220 students. But, more specifically, non-commuter enrollments were up by 11% or 364 students. These are students who have a permanent residence outside of Washington County and are in need of student housing to attend Dixie State University. Further, the Utah System of Higher Education enrollment forecast for Dixie State University predicts steady growth of approximately 3% that will equate to an average of 281 students per year over the next 10 years.

Background

Dixie Towers, LLC has presented an offer to purchase the aforementioned properties from Dixie State University for the purpose of building student housing to help address unmet demand. The pertinent facts relative to the DSU properties are as follows.

- 605 East Tabernacle
 - .22 acres of land (approx.) improved with a 1,017 square foot building (old residence leased to a private business)
 - Appraised value \$145,000
- 641 East Tabernacle
 - .20 acres of land (approx.)
 - Appraised value \$85,000

The Dixie Towers, LLC has offered Dixie State University appraised value for the parcels. In order to allow sufficient time to obtain St George City approvals and permits, the settlement on the properties may extend for up to ten months. Upon closing, the developer will place an additional \$500,000 in escrow, to be held by a third party, as a guarantee to begin construction. Upon completion of the site work and foundation of the student housing building, the \$500,000 escrow will be returned to the developer. Should the site work and foundation of the student housing building fail to begin 1-year after property closing, the escrowed funds will be forfeited to the campus and foundation.

The Dixie Towers, LLC has also presented an offer to the Dixie College Foundation for the purchase of approximately 2.29 acres of adjoining property with existing building improvements. The developers are also pursuing privately owned parcels adjoining the DSU and foundation properties. The \$30,800,000 proposed development includes 110,000 square feet of residential space accommodating up to 628 students, 19,000 square feet of retail space and a multiple-story-parking garage with 488 parking stalls.

Time-line

In order to sell the properties owned by Dixie State University, Trustee and Regent authorization is necessary. The significant board meeting dates of the DSU Trustees, State Board of Regents and Dixie College Foundation are listed below.

- March 20, 2015 – Dixie State University Board of Trustees
- March 27, 2015 – State Board of Regents'
- April 13, 2015 – Dixie College Foundation

Attachments

- Attachment 1: Street and aerial view of properties
- Attachment 2: Dixie Towers, LLC rendering and project description
- Attachment 3: ICON Commercial Lending funding commitment

Sincerely,

Paul C. Morris

cc: Richard Williams, Sherry Ruesch

APPRAISAL REPORT
OFFICE BUILDING AND VACANT SITE
605 AND 641 E. TABERNACLE STREET
ST. GEORGE, UTAH
PURCHASE ORDER NO. P0036412

Effective Date of Value:
January 16, 2015

Prepared for:
Jackie Freeman
Director of Purchasing
Dixie State University
225 South 700 East
St. George, Utah 84770

Daniel Johnson, MAI, SRA and Ryan Johnson
JOHNSON APPRAISAL, INC.
784 S. River Road, #104
St. George, Utah 84790
(435) 674-2191

JOHNSON APPRAISAL, INC.

REAL ESTATE APPRAISERS
784 S. RIVER ROAD, #104
ST. GEORGE, UTAH 84790

DANIEL JOHNSON, MAI, SRA
RYAN JOHNSON

TELEPHONE
(435) 674-2191
FAX (435) 674-2192

January 19, 2015

LETTER OF TRANSMITTAL

Jackie Freeman
Director of Purchasing
Dixie State University
225 South 700 East
St. George, Utah 84770

Dear Ms. Freeman:

We have completed an investigation and appraisal of the existing office building land vacant site located at 605 and 641 E. Tabernacle Street, in the City of St. George, County of Washington, State of Utah. The properties are legally described on page 8 of this appraisal report.

The purpose of this appraisal is to express an opinion of the "As Is" Market Values of properties. The intended use of this report is to establish market value estimates for potential sale by Dixie State University, the intended user of this report.

This appraisal report has been prepared in conformity with the Code of Professional Ethics of the Appraisal Institute and the 2014-2015 Edition of the Uniform Standards of Professional Appraisal Practice of the Appraisal Foundation.

Parcel No. SG-1292 is improved with a 1,017 square foot building that is currently designed for professional office use and a 1,008 square foot attached garage which is utilized as a shop. The building was originally constructed in 1934 as a single family residence and is currently utilized as a professional office and shop. The site contains 9,720 square feet of area and is zoned for commercial use.

Parcel No. SG-1291 is a level to gently sloping parcel that contains a total of 8,514 square feet of area. The site is zoned C-3, which is defined as General Commercial Zone.

Exposure time is the amount of time in retrospect necessary to achieve a sale by the appraisal date and is based on immediate past market trends from applicable market data. The market values of the properties are estimates assuming exposure times of six months to one year prior to the hypothetical consummation of sales based on the effective date of the appraisal.

LETTER OF TRANSMITTAL

January 19, 2015

Page 2

"As Is" Market Value of the Office Building

It is our opinion that the "As Is" Market Value of the office building, located at 605 E. Tabernacle Street, with an effective date of January 16, 2015, is:

**ONE HUNDRED FORTY-FIVE THOUSAND DOLLARS
(\$145,000)**

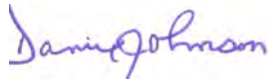
"As Is" Market Value of the Vacant Site

It is our opinion that the "As Is" Market Value of the vacant site, with an effective date of January 16, 2015, is:

**EIGHTY-FIVE THOUSAND DOLLARS
(\$85,000)**

These two properties could be sold individually or in one transaction without any change in the market value estimates. This appraisal is made subject to the Certification and Assumptions and Limiting Conditions, which are contained on pages 4 through 6 of this report, and govern the use and validity of this appraisal.

Sincerely,



Daniel Johnson, MAI, SRA
Utah State Certified General Appraiser
License No. 5452150-CG00
Expires July 31, 2015



Ryan Johnson
Utah State Certified General Appraiser
License No. 5791778-CG00
Expires November 30, 2016

ATTACHMENT #1
Dixie State University Parcels

605 East Tabernacle

- .22 acres of land (approx.) improved with a 1,017 square foot building (old residence leased to a private business)
- Appraised value \$145,000



641 East Tabernacle

- .20 acres of land (approx.)
- Appraised value \$85,000



Aerial View of 605 & 641 East Tabernacle



DIXIE TOWERS

ATTACHMENT #2

St. George, Utah

- Comm/Retail: 18,785 SF
- Residential: 110,153 SF
- # Apartments Units 81
- 8 Beds/Unit 628 Beds
- Parking: 488 Stalls
- Bike Storage 80 Spaces
- Zoning: C-3 w/ Student Housing Overlay
- 20% min. landscaping
- Allowed Density 40 units/ac.
- Allowable Height: 55 ft.
- Property: 148,200 sf / 3.4 ac.
- Planned Development - Student Housing



Dixie Towers Project - St. George, Utah

CRSA has been an integral part of community building throughout the Western Mountain Region since 1975. With offices in Utah and Idaho, and licenses in twelve states, we are working to make communities, campuses, and neighborhoods better places to live, learn, work, and play. Our staff of 64 professionals brings a solid background of capabilities to many project types. We continue to expand our body of creative and innovative work in the areas of higher education, government, and libraries, as well as residential, mixed-use, office projects, urban design, community and institutional planning, historic preservation, and the design of civic, commercial, cultural, and religious projects. Our design focus is based on a fundamental approach to problem solving: each unique problem deserves a unique solution.



Joule Plaza Mixed Use Project - St. George, Utah

FIRM INFORMATION

CRSA is a C Corporation, founded in 1975, with 17 licensed Architects as well as licensed Planners, Landscape Architects, and Interior Designers across 12 states.

FIRM OFFICE LOCATIONS:

20 N Main Street, Suite 104
St. George, UT 84770
Phone: (435) 673-7362
Fax: (435) 673-7392

649 E South Temple
Salt Lake City, UT 84102
Phone: (801) 355-5915
Fax: (801) 355-9885

151 N Ridge Avenue, Suite 113
Idaho Falls, ID 83402
Phone: (208) 524-4621
Fax: (208) 523-3681

CRSA



ATTACHMENT #3

6905 South 1300 East, Suite 175
Cottonwood Heights, Utah 84047
Phone: 866-956-5554
www.iconlending.biz

March 3, 2015

Mr. Mark H. Snow/ PRINCIPAL
Dixie Towers LLC/
CLIENT mhsnow@gmail.com

RE: DIXIE TOWERS
(Construction & Development Project)

Pursuant to discussion(s) and information provided to ICON regarding this Project, ICON Commercial Lending, Inc (ICON) is pleased to submit the following Letter of Commitment to provide financing for the DIXIE TOWERS construction/development project.

Mr. Mark Snow / Dixie Towers LLC (CLIENT) has been approved for ICON's Construction & Development Line-of-Credit financing facility. CLIENT has accepted ICON's Funding Agreement wherein ICON has made an *Irrevocable and Firm Commitment to Provide Project Funding* in the amount of Thirty Million Eight Hundred Thousand Dollars (\$30,800,000).

ICON is pleased to inform you that your application for a commercial real estate loan is hereby approved for funding. Based upon ICON's loan analysis, ICON proposes financing in the amount stated below and on the following general terms and conditions, as required by ICON.

Loan Amount:	\$30,800,000
Financing Program:	Construction/Development Line-of-Credit
Loan Structure:	Debt & Equity Financing w/ 35% JV Partnership
Loan Draw Period:	Forty Eight (48) months
Interest Rate:	Prime + 2% (5.25% fixed rate)
Repayment Terms:	First 60 months; monthly INTEREST ONLY payments
Loan Term:	Four years w/ long-term take-out financing option
Real Estate Collateral:	1 st mortgage on subject properties
Prepayment Penalty:	None
Personal Guarantee:	None
Personal Recourse:	None

ICON's completion and approval of this loan is based solely upon ICON's discretion from the underwriting of the loan/project, subject property, collateralization, financial / political stability, CLIENT(s), members & partners of the CLIENT(s) and all other material matters.

Covenants: Customary covenants, including without limitation: failure to make payment when due; breach of representation and warranties; bankruptcy/insolvency; judgments and attachments.

Closing Conditions: Execution and delivery by Borrower(s) of all documentation reasonably requested by ICON, all of which shall be acceptable to ICON and its counsel.

Funding for this project through ICON's Construction & Development Line-of-Credit financing facility is scheduled to occur not more than 45 days from the date of establishing and funding escrow. CLIENT has funded escrow. ***Initial funding for this project is anticipated to be disbursed by April 15, 2015.***

Please note that while the foregoing sets forth the general summary of the transaction, final written agreements between the parties will necessarily include such other terms and conditions as may be required by ICON or recommended by either party's counsel.

CLIENT agrees to pay all customary third-party escrow and/or closing and other reasonable expenses necessary for the closing and distribution of loan, including without limitation title insurance, attorneys' fees, retainers, escrow, fund control, notary, accounting, tax service, recording, structural/seismic report, environmental reports, financial auditing fees, survey fees, credit reports, commitment and standby fees, if any, and appraisals if required.

CLIENT also agrees to pay ICON's reasonable & customary travel expenses for ICON's due-diligence management team for the purpose of Project site evaluation and follow-up. Any travel expenses shall be approved & paid in advance by CLIENT, pursuant to ICON's LOI – Fee Agreement.

ICON thanks you for the opportunity to work together in providing your company with a suitable financing facility which will allow you to maximize your business potential.

For more information or to discuss this project's financing, please contact –

A handwritten signature in blue ink that reads "Randall Farr, MD". The signature is written in a cursive, flowing style.

Mr. Randall Farr, Managing Director

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Mixed-use Development Ground Lease

Issue

Utah State University (USU) has requested approval to enter into a long term ground lease for the development of an office and commercial building on the Logan Campus. This type of project falls under the provisions of Regent Policy 712, *Nontraditional Arrangements for Development of Facilities on Campus*.

Background

The proposed lease will enable the USU Credit Union, a division of Goldenwest (USUCU/GW) to construct a mixed-use building on the site of the existing USU facility known as the Barn, which has numerous structural issues and limited usefulness. The new facility will house the Credit Union as well as University Welcome Center and office space for USU Advancement and Alumni Relations. Additional information about the proposal is provided in the attached letter from the University.

In summary, the terms of the ground lease are:

- 40 year term with two additional five year terms if mutually agreeable
- All O&M costs are to be the responsibility of USUCU/GW
- R712 Policy contractual and construction requirements regarding appearance of the facility, quality control, construction code compliance, life-cycle costing provisions, etc. will be met
- Ownership of the assets developed on the property will transfer to USU at the end of the ground lease

The letter from USU requesting approval of this ground lease and proposed capital project is attached for your information. Also attached is a campus map showing the location of the lease site and a Summary Sheet describing the terms of the lease and size and use of the facility that will be built. USU officials will be present at the meeting to provide additional information and answer questions from the Board.

Commissioner's Recommendation

The Commissioner recommends approval of this proposed ground lease subject to final approval of the lease documents as to form and legal authority as well as compliance with requirements with Policy R712.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

February 27, 2015

Commissioner David L. Buhler
Utah System of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler:

Utah State University desires to enter into a long-term ground lease for the development of an office and commercial (credit union) building on a site currently occupied by a USU facility known as the Barn at approximately 700 North 900 East on the Logan campus (see attached drawing Exhibit A).

The new facility will provide office space for USU Advancement and Alumni Relations, a University Welcome Center, and credit union services available to the USU community.

The site for this new building was selected due to the central location and the need to replace the Barn due to significant infrastructure concerns including fire, egress, ADA, and the general uninhabitable condition. The Barn was originally built as a facility to house livestock and has limited functionality for office or academic space.

The new structure will be a two story office building with a portion of the main level allocated to the USU Credit Union a division of Goldenwest (USUCU/GW) and the remaining space to be occupied by USU at no cost.

The term of the ground lease will be for forty (40) years and may be renewed for two (2) additional five (5) year terms if mutually agreeable (see attached summary sheet). All operational and maintenance costs associated with the new building will be the responsibility of USUCU/GW.

Ownership of the assets developed on University property will revert to USU at the end of the ground lease.

We appreciate your support and ask that you present this item to the Board of Regents for approval subject to final approval of the lease as to form by the Attorney General's Office. This request will receive Board of Trustees approval on March 6, 2014.

Sincerely,



David T. Cowley
Vice President for Business and Finance

c: Stan Albrecht
Gregory L. Stauffer

EXHIBIT A



Utah State University
USU Proposed Ground Lease for Mixed-Use Development
Summary Sheet

Project Site:	Approximately .25 acres located near 700 North 900 East at the site currently occupied by the USU facility known as the Barn.
Total Footprint:	Approximately 5,000 sf
Total Gross Square Footage:	Approximately 10,000 sf
Terms of Ground Lease:	Forty years with option to renew for two additional five year terms. Ownership of the assets developed on University property will revert to USU at the end of the ground lease.
Space Allocation:	Approximately 75% of the space will be for USU purposes, including USU Advancement, Alumni Relations, and a University Welcome Center. The remaining space will be used by the credit union.
Policy R712 Compliance:	The ground lease agreement will protect the interests of the University including the right to control facility appearance, parking, signage, access to utility systems and roads, etc.
Timetable:	Project will begin following required board approvals and will be completed within one year.

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Series 2015 Research Revenue Refunding Bonds

Issue

Utah State University (USU) has requested authorization to issue Series 2015 Research Revenue Bonds to refinance \$14,975,000 of callable maturities of existing Series 2009A Research Revenue Bonds.

Background

The relevant parameters of the requested issue are:

- Principal amount not to exceed \$17,500,000
- Fixed rates so that no coupon rate exceeds 5% per annum
- Discount from par not to exceed 2%
- Final maturity not to exceed 16 years from the date of issue
- Anticipated NPV savings of at least 4%

Additional information about the issue is provided in the attached materials which include: the request letter from USU; a Financing Summary from the University's financial advisor; and a copy of the Approving Resolution. Representatives from the University; Ryan Bjerke, Bond Counsel with Chapman & Cutler; and Brian Baker, Financial Advisor with Zions Bank will be in attendance to provide additional information and answer questions from the Board.

Commissioner's Recommendation

The Commissioner recommends approval of the proposed Authorizing Resolution to refund the Series 2009A Research Revenue Bonds as proposed.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

February 27, 2015

Commissioner David L. Buhler
Utah State Board of Regents
Board of Regents Building The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler:

Utah State University requests that the Board of Regents approve refunding of the Utah State University Research Revenue Bonds, Series 2009A.

Approximately \$15 million of the bonds are eligible for a one-time advanced refunding. Based on current interest rates, analysis shows that it would be advantageous for USU to refund the eligible Series 2009A bonds. Currently, the NPV savings from this proposed refunding is approximately 6%.

Chapman and Cutler has been appointed to serve as bond and disclosure counsel. We ask that you present this item to the Board of Regents for approval subject to the USU Board of Trustees approval on March 6, 2015.

We appreciate your support in this endeavor and ask that you present this item for Regents approval.

Sincerely,



David T. Cowley
Vice President for
Business and Finance

C: Greg Stauffer, Associate Commissioner for Finance and Facilities
Stan Albrecht, President
Dan Christensen, Controller
Dwight Davis, Associate Vice President for Business and Finance

State Board of Regents of the State of Utah

Utah State University

\$15,170,000 Research Revenue Refunding Bonds, Series June 3, 2015

(Refund Series 2009A)

Gross Debt Service Comparison

Date	Principal	Coupon	Interest	New D/S	OLD D/S	Savings	Fiscal Total
06/03/2015	-	-	-	-	-	-	-
12/01/2015	5,000.00	2.000%	269,744.17	274,744.17	345,918.75	71,174.58	71,174.58
06/01/2016	-	-	272,725.00	272,725.00	345,918.75	73,193.75	-
12/01/2016	75,000.00	2.000%	272,725.00	347,725.00	345,918.75	(1,806.25)	71,387.50
06/01/2017	-	-	271,975.00	271,975.00	345,918.75	73,943.75	-
12/01/2017	75,000.00	2.000%	271,975.00	346,975.00	345,918.75	(1,056.25)	72,887.50
06/01/2018	-	-	271,225.00	271,225.00	345,918.75	74,693.75	-
12/01/2018	75,000.00	2.500%	271,225.00	346,225.00	345,918.75	(306.25)	74,387.50
06/01/2019	-	-	270,287.50	270,287.50	345,918.75	75,631.25	-
12/01/2019	1,080,000.00	2.500%	270,287.50	1,350,287.50	1,345,918.75	(4,368.75)	71,262.50
06/01/2020	-	-	256,787.50	256,787.50	320,918.75	64,131.25	-
12/01/2020	1,105,000.00	2.500%	256,787.50	1,361,787.50	1,370,918.75	9,131.25	73,262.50
06/01/2021	-	-	242,975.00	242,975.00	294,668.75	51,693.75	-
12/01/2021	1,130,000.00	3.000%	242,975.00	1,372,975.00	1,394,668.75	21,693.75	73,387.50
06/01/2022	-	-	226,025.00	226,025.00	267,168.75	41,143.75	-
12/01/2022	1,160,000.00	4.000%	226,025.00	1,386,025.00	1,417,168.75	31,143.75	72,287.50
06/01/2023	-	-	202,825.00	202,825.00	238,418.75	35,593.75	-
12/01/2023	1,225,000.00	4.000%	202,825.00	1,427,825.00	1,463,418.75	35,593.75	71,187.50
06/01/2024	-	-	178,325.00	178,325.00	213,153.13	34,828.13	-
12/01/2024	1,250,000.00	4.000%	178,325.00	1,428,325.00	1,463,153.13	34,828.13	69,656.26
06/01/2025	-	-	153,325.00	153,325.00	186,590.63	33,265.63	-
12/01/2025	1,295,000.00	3.000%	153,325.00	1,448,325.00	1,486,590.63	38,265.63	71,531.26
06/01/2026	-	-	133,900.00	133,900.00	158,640.63	24,740.63	-
12/01/2026	1,350,000.00	4.000%	133,900.00	1,483,900.00	1,533,640.63	49,740.63	74,481.26
06/01/2027	-	-	106,900.00	106,900.00	127,703.13	20,803.13	-
12/01/2027	1,395,000.00	4.000%	106,900.00	1,501,900.00	1,552,703.13	50,803.13	71,606.26
06/01/2028	-	-	79,000.00	79,000.00	95,640.63	16,640.63	-
12/01/2028	1,460,000.00	4.000%	79,000.00	1,539,000.00	1,595,640.63	56,640.63	73,281.26
06/01/2029	-	-	49,800.00	49,800.00	60,953.13	11,153.13	-
12/01/2029	1,225,000.00	4.000%	49,800.00	1,274,800.00	1,335,953.13	61,153.13	72,306.26
06/01/2030	-	-	25,300.00	25,300.00	31,468.75	6,168.75	-
12/01/2030	1,265,000.00	4.000%	25,300.00	1,290,300.00	1,356,468.75	66,168.75	72,337.50
Total	\$15,170,000.00	-	\$5,752,494.17	\$20,922,494.17	\$22,078,918.81	\$1,156,424.64	-

PV Analysis Summary (Gross to Gross)

Gross PV Debt Service Savings	976,032.10
Transfers from Prior Issue DSR Fund	(1,683,737.50)
Amount deposited into new DSR Fund	1,630,650.00
Contingency or Rounding Amount	4,374.94
Net Present Value Benefit	\$927,319.54
Net PV Benefit / \$14,975,000 Refunded Principal	6.192%
Net PV Benefit / \$15,170,000 Refunding Principal	6.113%
Average Annual Cash Flow Savings	(12,933.44)

Refunding Bond Information

Refunding Dated Date	6/03/2015
Refunding Delivery Date	6/03/2015

Ref 09A | SINGLE PURPOSE | 1/23/2015 | 9:24 AM

**Utah State University
Research Revenue Refunding Bonds, Series 2015A
Summary Sheet**

Proposed Issue:	Research Revenue Refunding Bonds
Total Approximate Issue Size:	\$15,425,000
Use of Funds:	To refinance the callable maturities (\$14,975,000) of the University's existing Series 2009A Research Revenue Bonds for economic savings; and pay associated costs of issuance.
Detail of Proposed Series 2015A Bonds:	
	Principal Amount: Not to exceed \$17,500,000
	Interest Rate: Not to exceed 5.0%
	Maturity Date: Not to exceed 16 years
	Aggregate Discount: Not to exceed 2%
	Underwriter's Discount: Not to exceed 2%
	Bond Rating: AA from S&P
	Source of Repayment: Research Revenues
Timetable Considerations:	Regent approval will be sought at the March 27 meeting. The University is proceeding with plans to sell bonds soon after Regent approval is received, with a tentative sale date planned for April 23. Assuming a minimum NPV savings of 4%, the University anticipates selling bonds by competitive sale, and the underwriter will be whichever provides the lowest borrowing cost (and thus highest savings) to the University. The anticipated closing date is Wednesday, May 6.

St. George, Utah

March 27, 2015

The State Board of Regents of the State of Utah (the “*Board*”) met in regular session at Dixie State University, _____, St. George, Utah, on March 27, 2015, commencing at 7:30 a.m. The following members of the Board were present:

Daniel W. Campbell	Chair
France A. Davis	Vice Chair
Jessellie B. Anderson	Member
Nina Barnes	Member
Bonnie Jean Beesley	Member
Leslie Castle*	Member
Wilford W. Clyde	Member
James T. Evans*	Member
Brady Harris	Student Member
Marlin K. Jensen	Member
Robert S. Marquardt	Member
Jefferson Moss*	Member
Jed H. Pitcher	Member
Robert W. Prince	Member
Harris H. Simmons	Member
Mark Stoddard	Member
Teresa L. Theurer	Member
Joyce P. Valdez	Member
John H. Zenger	Member.

ABSENT: [None.]

ALSO PRESENT:

As required by Section 52-4-203, Utah Code Annotated 1953, as amended, written minutes and a recording of this meeting are being kept.

* Non-voting Member

After the meeting had been duly convened and called to order by the Chair and the roll had been called with the above result, and after other business had been conducted, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Utah State University Research Revenue Refunding Bonds.

The following resolution was introduced in written form and, after full discussion, pursuant to motion made by Regent _____ and seconded by Regent _____, was adopted by the following vote:

YEA:

ABSTAIN:

NAY:

ABSENT:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UTAH STATE UNIVERSITY RESEARCH REVENUE REFUNDING BONDS IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$17,500,000; AUTHORIZING THE EXECUTION OF A SUPPLEMENTAL INDENTURE OF TRUST, AN OFFICIAL STATEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the “*Board*”) is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended (the “*Utah Code*”);

WHEREAS, pursuant to the provisions of Title 53B Chapter 1, Utah Code, the Board is authorized to act as the governing authority of Utah State University of Agriculture and Applied Science (the “*University*”) for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code (the “*Act*”);

WHEREAS, pursuant to the Act, the Board is, for and on behalf of the University, authorized to issue bonds payable from a special fund into which the revenues of the University may be deposited;

WHEREAS, the Board considers it desirable and necessary for the benefit of the University to authorize, pursuant to the provisions of this Resolution, the advance refunding of all of the Research Revenue Bonds, Series 2009 Bonds with stated maturities on and after December 1, 2019, currently outstanding in the aggregate principal amount of \$14,975,000 (the “*Refunded Bonds*”);

WHEREAS, pursuant to the Act the Board is, for and on behalf of the University, authorized to issue bonds refunding the Refunded Bonds;

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue its “State Board of Regents of the State of Utah, Utah State University Research Revenue Refunding Bonds,” in one or more series (the “*Bonds*”), for the purpose of providing funds to (i) refund in advance of their maturity all or a portion of the Refunded Bonds, (ii) satisfy any necessary reserves, and (iii) pay costs of issuance of the Bonds, including the cost of any bond insurance policy, surety bond or other credit enhancement for the Bonds;

WHEREAS, the Bonds will be issued in an aggregate principal amount of not to exceed \$17,500,000 and will be issued pursuant to the General Indenture of Trust dated as of August 1, 1995, as heretofore supplemented and amended (the "*General Indenture*"), and as further supplemented and amended by one or more Supplemental Indentures of Trust (collectively, the "*Supplemental Indenture*" and, together with the General Indenture, the "*Indenture*"), each by and between the Board, acting for and on behalf of the University, and Wells Fargo Bank, National Association, as trustee (the "*Trustee*");

WHEREAS, the Bonds shall be payable solely from the revenues and other moneys pledged therefor under the Indenture and shall not constitute nor give rise to a general obligation or liability of the State of Utah, the Board or the University or constitute a charge against the general credit of the State of Utah, the Board or the University;

WHEREAS, there have been presented to the Board at this meeting a form of a Preliminary Official Statement relating to the Bonds (the "*Preliminary Official Statement*") and a form of the Supplemental Indenture;

WHEREAS, pursuant to Section 53B-21-102(3)(m) of the Act, the Board desires to grant to the Chair, the Vice Chair of the Board and the Chair of the Finance, Facilities and Accountability Committee of the Board (each a "*Designated Board Officer*") the authority to approve the final principal amounts, discounts, maturities, interest rates, redemption provisions, purchase prices and other terms of the Bonds (including the amount, if any, of the Debt Service Reserve Requirement for the Bonds) and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms do not exceed the parameters set forth in this Resolution, and the authority to approve and execute all documents relating to the issuance of the Bonds;

WHEREAS, Section 11-27-4 of the Utah Code provides for the publication of a Notice of Refunding Bonds to be Issued, and the Board desires to cause the publication of such a Notice at this time in compliance with said Section with respect to the proposed Bonds;

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH, AS FOLLOWS:

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein. Capitalized terms used and not otherwise defined herein shall have the meanings assigned to such terms in the Indenture.

Section 2. All action heretofore taken (not inconsistent with the provisions of this Resolution) by the Board and the officers of the Board or the University directed toward the issuance of the Bonds are hereby ratified, approved and confirmed.

Section 3. The Supplemental Indenture, in substantially the form presented to the Board at this meeting, is in all respects authorized, approved and confirmed. Each Designated Board Officer and the Secretary of the Board and the University's President, the Vice President for Business and Finance or Associate Vice President for Business and Finance (each a

“*Designated University Officer*” and collectively with the Designated Board Officers, the “*Designated Officers*”) are hereby authorized to execute and deliver the Supplemental Indenture, in the form and with substantially the same content as presented at this meeting, for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized pursuant to the terms of this Resolution.

Section 4. For the purpose of providing funds to be used for the purpose of (i) refunding in advance of their maturity all or a portion of the Refunded Bonds, (ii) satisfying the Debt Service Reserve Requirement, if any, and (iii) paying costs of issuance of the Bonds, including the cost of any bond insurance policy, surety bond or other credit enhancement for the Bonds, the Board hereby authorizes the issuance of the Bonds in the aggregate principal amount of not to exceed \$17,500,000. The Bonds shall bear interest at the rates, shall mature in the principal amounts and on the dates, and shall be subject to redemption, as shall be approved by a Designated Board Officer as provided below, all within the parameters set forth in *Schedule A* attached hereto and incorporated herein by reference.

Section 5. The form, terms and provisions of the Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the Indenture. Any Designated Board Officer and the Secretary of the Board and any Designated University Officer are hereby authorized to execute and seal the Bonds and to deliver the Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Bonds in accordance with the provisions of the Indenture.

Section 6. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement in such form as shall be approved by the Chair or Vice Chair of the Board or the President or Vice President for Business and Finance of the University. Each such Designated Officer is authorized to execute such certificates as shall be necessary to “deem final” the Preliminary Official Statement for purposes of Rule 15c2-12 of the Securities and Exchange Commission. Any such Designated Officer is hereby authorized to execute and deliver on behalf of the Board and the University a final Official Statement in substantially the form and with substantially the same content as the Preliminary Official Statement, with such alterations, changes or additions as may be necessary to conform to the terms of the Bonds and finalize the Official Statement. The use and distribution of the Official Statement are hereby authorized.

Section 7. The Bonds shall be sold to the initial purchaser (the “*Underwriter*”) pursuant to a public sale at a discount of not to exceed 2.0% of the face amount of the Bonds plus accrued interest, if any. Pursuant to Section 53B-21-102(3)(m) of the Act, a Designated Board Officer (with concurrence of a Designated University Officer) is hereby authorized to specify and agree as to the final principal amounts, discounts, maturities, interest rates, redemption provisions, purchase prices and other terms of the Bonds (including the amount, if any, of the Debt Service Reserve Requirement for the Bonds) for and on behalf of the Board and the University by the execution of the Indenture, such bond purchase contract or other instrument

or instruments as may be necessary to confirm the award of the Bonds to the Underwriter, and any changes to the Supplemental Indenture from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution.

Section 8. The appropriate officers of the Board and the University, including without limitation the Designated Board Officers, Commissioner of Higher Education and Secretary of the Board and the Designated University Officers are hereby authorized to take all action necessary or reasonably required by the Indenture to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 9. The appropriate officials of the Board and the University, including without limitation the Designated Officers, are authorized to make any alterations, changes or additions to the Supplemental Indenture, the Bonds, the Preliminary Official Statement, or any other document herein authorized and approved as authorized by this Resolution, including such alterations, changes or additions which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, or to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of laws of the State of Utah or the United States.

Section 10. The appropriate officials of the Board and the University, including without limitation the Designated Board Officers, Commissioner of Higher Education and Secretary of the Board and the Designated University Officers, are hereby authorized and directed to (a) accept a commitment for, and agree to the terms of, a bond insurance policy, surety bond, or other credit enhancement that such officer or officers determine to be in the best interests of the Board and the University, and (b) execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents, instruments and other papers and perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein, including (without limitation) such (i) continuing disclosure undertakings or agreements as shall be necessary under Rule 15c2-12 of the Securities and Exchange Commission, (ii) escrow agreement as shall be necessary to accomplish the refunding of the Refunded Bonds and (iii) certificates and agreements as shall be necessary to establish and maintain the tax status of the Bonds under the provisions of the Internal Revenue Code of 1986, as amended.

Section 11. In accordance with the provisions of Section 11-27-4 of the Utah Code, the Executive Secretary of the Board shall cause a "Notice of Refunding Bonds to be Issued," in substantially the form attached hereto as *Exhibit D*, to be published one time in *The Salt Lake Tribune*, a newspaper of general circulation in the State of Utah, and shall cause a copy of this Resolution to be kept on file in her office for public examination during the regular business hours of the Issuer until at least thirty (30) days from and after the date of publication thereof.

For a period of thirty (30) days from and after publication of the Notice of Refunding Bonds to be Issued, any person in interest shall have the right to contest the legality of this Resolution or the Bonds hereby authorized or any provision made for the security and payment

of the Bonds. After such time, no one shall have any cause of action to contest the regularity, formality or legality of this Resolution or the Bonds or any provision made for the security and payment of the Bonds for any cause.

Section 12. Upon their issuance, the Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Bonds, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 13. All proceedings, resolutions and actions of the Board and the University and their officers and employees taken in connection with the Bonds are hereby ratified, confirmed and approved.

Section 14. After any of the Bonds are delivered by the Trustee to the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 15. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 16. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order or resolution or part thereof.

Section 17. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED by the State Board of Regents of the State of Utah this 27th day of March, 2015.

STATE BOARD OF REGENTS OF
THE STATE OF UTAH

Chair

[SEAL]

ATTEST:

Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and seconded, adjourned.

Chair

[SEAL]

ATTEST:

Secretary

STATE OF UTAH)
 : ss.
COUNTY OF SALT LAKE)

I, Kirsten Schroeder, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on March 27, 2015 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 27th day of March, 2015.

Secretary

[SEAL]

STATE OF UTAH)
 : ss.
COUNTY OF SALT LAKE)

I, Kirsten Schroeder, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah (the “*Board*”), do hereby certify, according to the records of the Board in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, I gave public notice of the agenda, date, time and place of the March 27, 2015 public meeting held by the members of the Board by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West in Salt Lake City, Utah, on _____, 2015, at least 24 hours prior to the convening of such meeting, in the form attached hereto as *Exhibit A*, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the Board until the convening of the meeting; causing a copy of said Notice of Public Meeting in the form attached hereto as *Exhibit A* to be provided on _____, 2015, at least 24 hours prior to the convening of such meeting; causing a Notice of Public Meeting to be posted on _____, 2015, at the Utah Public Notice Website at least 24 hours before the convening of the meeting; and providing a copy of said Notice of Public Meeting in the form attached hereto as *Exhibit A* to at least one newspaper of general circulation within the geographic jurisdiction of the Board or a local media correspondent, by virtue of posting such Notice on the Utah Public Notice Website as aforesaid, in accordance with Sections 52-4-202(3) and 63F-1-701(d), Utah Code Annotated 1953, as amended;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2015 Annual Meeting Schedule of the Board was given specifying the date, time and place of the regular meetings of the Board scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the Board in the form attached as *Exhibit B* to be posted during or before January 2015 at the principal office of the Board in Salt Lake City, Utah; such Notice of Annual Meeting Schedule having continuously remained so posted and available for public inspection during the regular office hours of the undersigned until the date hereof; causing a copy of such Notice of Annual Meeting Schedule to be provided during or before January 2015 to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah; and causing a Notice of Annual Meeting Schedule to be posted during or before January 2015 at the Utah Public Notice Website; and

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as *Exhibit C*). In accordance with such provisions and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 27th day of March, 2015.

Secretary

[SEAL]

SCHEDULE A

PARAMETERS

PRINCIPAL AMOUNT:	Not to exceed \$17,500,000.
TERM:	Not to exceed 16 years from their date or dates.
INTEREST RATE:	Fixed rates such that no coupon rate exceeds 5% per annum.
REDEMPTION FEATURES:	Optional redemption at not to exceed 100% of par within 11 years of issuance.
SALE PRICE:	Not less than 98% of the principal amount of the Bonds.

EXHIBIT A

[ATTACH NOTICE OF PUBLIC MEETING]

EXHIBIT B

[ATTACH NOTICE OF ANNUAL MEETING SCHEDULE]

EXHIBIT C

[ATTACH ELECTRONIC MEETING POLICY]

EXHIBIT D

NOTICE OF REFUNDING BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of Section 11-27-4, Utah Code Annotated 1953, as amended, that on March 27, 2015 the State Board of Regents of the State of Utah (the "*Board*"), acting for and on behalf of Utah State University of Agriculture and Applied Science (the "*University*"), adopted a resolution (the "*Resolution*") providing for the issuance, on behalf of the University, of the Board's Utah State University Research Revenue Refunding Bonds, Series 2015 (the "*Series 2015 Bonds*") in the maximum aggregate principal amount of Seventeen Million Five Hundred Thousand Dollars (\$17,500,000). The Series 2015 Bonds are to bear interest at a rate of not to exceed five percent (5.00%) per annum and are to mature over a period not to exceed sixteen (16) years from their date or dates. The Series 2015 Bonds may be sold at a discount from par, expressed as a percentage of principal amount, of not to exceed two percent (2.00%).

The proceeds of sale of the Series 2015 Bonds are to be used for the purpose of providing funds to (i) advance refund in advance of their maturity the Board's currently outstanding Utah State University Research Revenue Bonds, Series 2009, with stated maturities on and after December 1, 2019, currently outstanding in the aggregate principal amount of \$14,975,000, (ii) satisfy any necessary reserves, and (iii) pay costs of issuance of the Series 2015 Bonds.

The Series 2015 Bonds are to be issued and sold by the Board pursuant to the Resolution and that certain General Indenture of Trust, dated as of August 1, 1995, as previously amended, restated and supplemented (the "*General Indenture*"), and as further as supplemented by a Sixth Supplemental Indenture of Trust (the "*Sixth Supplemental Indenture*" and together with the General Indenture, the "*Indenture*") between the Board, acting for and on behalf of the University, and Wells Fargo Bank, N.A. as trustee.

Repayment of the Series 2015 Bonds is secured by a pledge of certain research revenues and certain other amounts, all as further described in the Indenture.

A copy of each of the Resolution, the General Indenture and Sixth Supplemental Indenture is on file in the office of the Executive Secretary to the Board, Board of Regents Building, 60 South 400 West, Salt Lake City, Utah, where it may be examined during regular business hours of the Board from 8:00 a.m. to 5:00 p.m. The Resolution, the General Indenture and the Sixth Supplemental Indenture shall be so available for inspection for a period of at least thirty (30) days from and after the date of the publication of this notice.

NOTICE IS FURTHER GIVEN that, pursuant to law, for a period of thirty (30) days from and after the date of the publication of this notice, any person in interest shall have the right to contest the legality of the above-described Resolution, the Sixth Supplemental Indenture or the Series 2015 Bonds or any provisions made for the security and payment of the Series 2015 Bonds. After such time, no person shall have any cause of action to contest the regularity, formality or legality thereof for any cause.

DATED this 27th day of March, 2015.

/s/ Kirsten Schroeder
Kirsten Schroeder, Executive Secretary
State Board of Regents of the State of Utah

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Rice Eccles Stadium Expansion and Renovation

Issue

The University of Utah has requested authorization to proceed with a project to expand the men's restroom capacity at Rice Eccles Stadium on both the northeast and northwest concourses of the stadium. In addition, the gate areas will be modified and the perimeter fencing at ground level will be expanded to enlarge each concourse area to relieve congestion, and ADA facilities will be provided.

Background

The need for this project is well defined in the attached letter from the University requesting authorization. The estimated project cost of \$3,300,000 will be funded in its entirety with Auxiliary Services funds. Additional O&M costs resulting from the upgrades will, likewise, be funded with Auxiliary Services sources.

The project was approved by the University of Utah Board of Trustees at their March 10, 2015 meeting and will be submitted to the Utah State Building Board for final approval. A schematic showing the location of the proposed project is also attached for your information. University representatives will be present at the meeting to provide additional information as needed.

Commissioner's Recommendation

The Commissioner recommends Board authorization of this project for presentation to the State Building Board for final approval.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

March 27, 2015

Mr. David Buhler
Commissioner
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler:

**RE: *University of Utah
Rice-Eccles Stadium***

In 1998, in advance of the 2002 Salt Lake City Winter Olympics, Rice-Eccles Stadium (RES) experienced the most recent and major upgrade. At that time the restroom fixture capacity was adequate for demand, including compliance with building code. In the 16 years since this major upgrade and following the success of the University's football program it has become increasingly apparent that the number of men's restroom fixtures is insufficient. Surprisingly, the wait time at the women's restrooms in this area is not as significant.

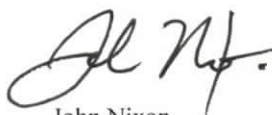
Pending confirmation of sanitary sewer capacity, the proposed project will construct additional men's restrooms to both the northwest and northeast concourses of the stadium increasing the fixture count by approximately 88 units (water closets and urinals). This will be done by creating approximately 7,350 GSF of infill space. Work will also include modifying gate areas and expanding perimeter fencing at ground level to enlarge the area of each concourse to the greatest extent possible to relieve congestion. Additional ADA facilities will be provided as part of this enhancement. The attached conceptual print identifies the locations of these new restroom facilities.

The proposed total project budget is \$3,300,000 and will be funded by Auxiliary Services funds. Additional operating budget to service the improvements will also be absorbed by Auxiliary Services.

The University of Utah's Board of Trustees approved this project at their March 10, 2015 meeting and we respectfully seek your support of this request and the opportunity to present this project for Board of Regents approval at the March 27, 2015 meeting.

Thank you for your consideration and support.

Sincerely,

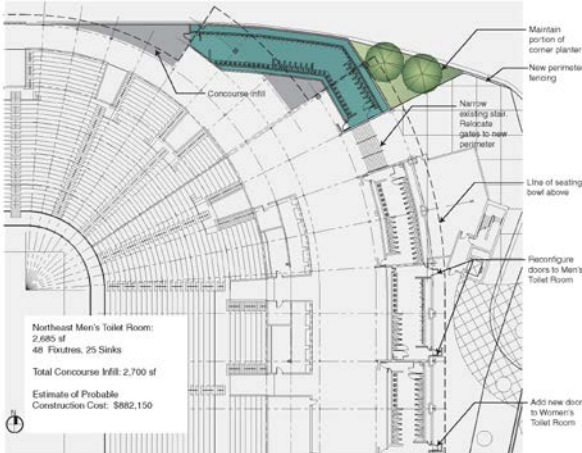
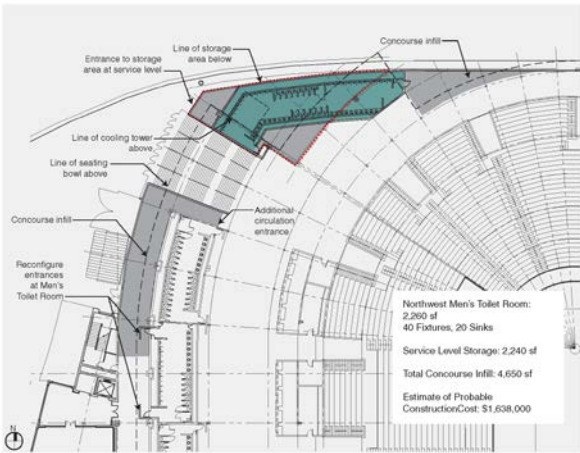
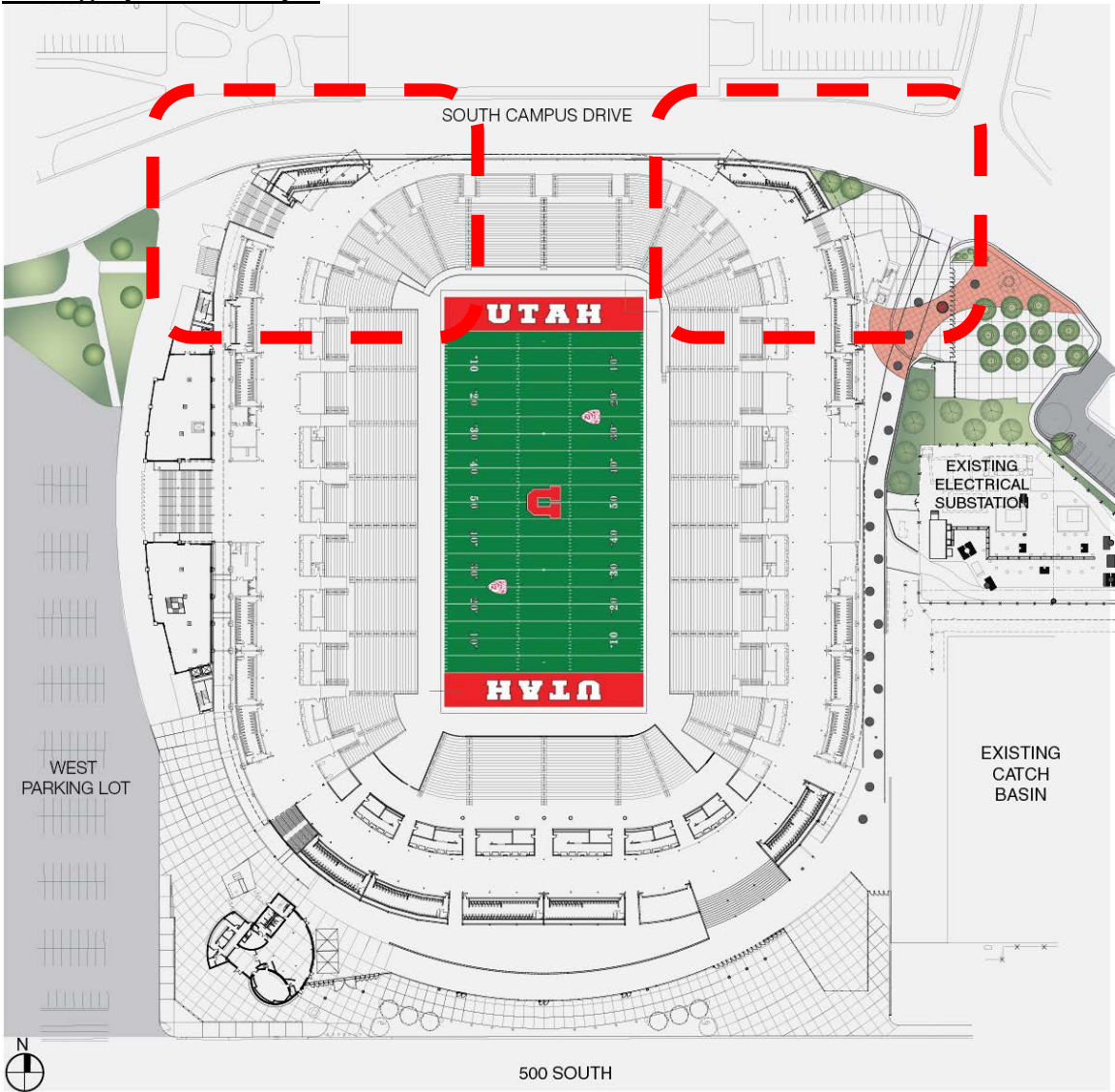


John Nixon
Sr. Chief Administrative Officer & CFO

Attachments: *RES Image (1) 03 27 15*

Cc: Jason Perry, Vice President, Government Relations
Arnold B. Combe, Vice President, Administrative Services
Michael G. Perez, Associate Vice President, Facilities Management

Photographs and Maps:



March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Series 2015 Certificates of Participation Refunding

Issue

The University of Utah has requested authorization to issue Series 2015 Certificates of Participation (COPS) to refund callable Series 2007 COPS. This refunding proposal is subject to the provisions of Regent Policy R587, *Contract or Lease Purchase Financing*.

Background

The Series 2007 COPS were issued to finance energy saving equipment and to finance the acquisition and construction of a new cogeneration plant on the University campus. The University has identified \$15.175 million of these Series 2007 COPS that can be advance refunded in today's market for substantial interest rate savings. The parameters of the proposed issue are as follows:

- Principal amount not to exceed \$20,000,000
- Interest rate not to exceed 6.5%
- Maximum discount not to exceed 2.0%
- Final Maturity not to exceed December 1, 2026
- Estimated NPV savings Approx. 6.87% (more than \$1 million)

The letter from the University requesting this approval and a Financing Summary are attached to provide additional information about the request. A copy of the Approving Resolution is also attached for your approval. Officials from the University as well as representatives from RBC Capital Markets and Ballard Spahr LLP will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends Board approval for the University of Utah to proceed with the refunding of an existing University certificate of participation issue for purposes of securing debt service savings.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

March 6, 2015

Mr. David Buhler
Associate Commissioner, Utah System of Higher Education
Board of Regents Building
The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler:

The purpose of this letter is to inform you of the University of Utah's plans to submit a resolution to the State Board of Regents of the State of Utah to be considered during its March 2015 meeting at Dixie State University for the refunding of an existing University certificate of participation ("COP") issue for purposes of securing debt service savings.

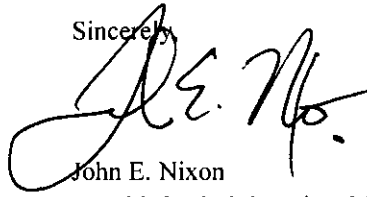
On April 3, 2007, the University issued \$42,450,000 of Certificates of Participation to refinance outstanding COPS which had previously been issued to finance certain heating, cooling and plumbing equipment which had been acquired for purposes of generating energy-related savings on campus. In addition, a portion of the proceeds of the Series 2007 COPS financed the acquisition and construction of facilities and equipment for a new cogeneration plant on the University's campus.

Given current interest rates, the University has identified certain portions of the Series 2007 COPS that could be advance refunded for interest rate savings and is seeking the Regents' approval to move this refunding transaction forward. RBC Capital Markets, the University's Municipal Advisor, projects that \$15.175 million of the Series 2007 COPS could be advance refunded with an estimated net-present-value savings slightly in excess of \$1 million, or approximately 6.85% of the refunded bonds in today's market.

The University would note that the Series 2007 COPS do not qualify to be refunded into its General Revenue Bond ("GRB") system because no formal Legislative authorization was sought or provided for the issuance of these COPS in 2007. Regent approval for the issuance of the Series 2007 COPS, however, was provided at the Regents' meeting on January 19, 2007.

The Resolution and financing documents being provided to the Regents gives the University the flexibility of selling these refunding COPS as either a direct private placement to a financial institution or as an open market issuance. The University will decide on the method of sale depending on responses received by investment and commercial banks through a Request for Proposals process.

Sincerely,

A handwritten signature in black ink, appearing to read "J.E. Nixon", with a large, stylized initial "J" and a long horizontal stroke extending to the right.

John E. Nixon

Sr. Chief Administrative Officer & CFO

cc: David W. Pershing, President
Dr. Gregory Stauffer
Arnold B. Combe
Ralph Hardy
Kelly Murdock
Blake Wade
Robert Muir



RBC Capital Markets®

RBC Capital Markets, LLC
Municipal Finance
299 South Main Street, Suite 2000
Salt Lake City, Utah 84111

FINANCING SUMMARY For

\$20,000,000* Refunding Certificates of Participation Series 2015

Evidencing a Proportionate Ownership Interest in Certain Lease Payments to be Made by UNIVERSITY OF UTAH Pursuant to a Lease/Purchase Agreement

Purpose:	The purpose for the issuance of the Series 2015 Refunding Certificates of Participation ("COPS") is to refund, for savings purposes, a portion of COPS previously issued by the University of Utah in 2007. The Series 2007 COPS were issued to refinance COPS previously issued for the purchase of certain energy savings equipment and to finance the acquisition and construction of a co-generation facility. The initial par amount of the Series 2007 COPS was \$42.45 million and \$15.175 million of that amount is eligible to be advance refunded. A portion of the proceeds from the sale of the 2015 Refunding COPS will be used to pay costs of issuance.
Not-to-Exceed Par Amount:	\$20 million
Not-to-Exceed Maturity:	December 1, 2026
Security:	The Series 2015 Refunding COPS will be payable from legally available monies of the University.
Ratings:	To be determined. The University may choose to place the COPS as a direct purchase on an unrated basis.
Method of Sale:	To be determined. The COPS will be sold on a negotiated basis either as a public offering or on a direct purchase basis.

NPV Refunding Savings:	Approximately \$1.04 million* or 6.84%* of refunded par (as of March 6, 2015)	
All-in True Interest Cost:	2.45%*	
Underwriters/Purchasers:	To be determined	
Sale Date:	To be determined	
Closing Date:	To be determined	
Principal Payment Dates:	December 1	
Interest Payment Dates:	December 1 and June 1	
Interest Basis:	30/360	
Optional Redemption:	May be non-callable or subject to redemption as determined at the time of sale.	
Other Not-to-Exceed Parameters:		
	Coupon:	6.50%
	Discount:	2.00%
	Final Maturity:	December 1, 2026
University Contacts:	Mr. Arnold Combe, Vice President for Administrative Services (801-581-6404)	
	Mr. John Nixon, Chief Business Officer (801-585-0806)	
Bond Counsel:	Mr. Blake Wade, Ballard Spahr LLP (801-531-3000)	
Financial Advisor:	Mr. Kelly Murdock, RBC Capital Markets (801-656-2928)	

*Preliminary, subject to change

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Acquisition of Property at 26th Street and Monroe Blvd.

Issue

Weber State University (WSU) is requesting authorization to purchase a property located at 26th Street and Monroe Boulevard in Ogden, Utah as the future home of the WSU Community Outreach Center (Center). At present, the Center is housed in a leased facility a few blocks away from the proposed property acquisition. Its mission, which is to increase the enrollment of non-traditional, under-represented populations in post-secondary programs, is summarized in the attached WSU cover letter.

Proposal

The following summarizes the pertinent details of the proposed purchase and use of the property:

- The purchase price of \$560,000 is below the appraised value of \$570,000.
- Funding for the purchase will come from accumulated WSU Continuing Education reserves.
- Potential costs for anticipated mitigation of soil contaminants on the site will be funded by the Utah Department of Environmental Quality.
- There are two older buildings on the 1.4 acre property. As funding becomes available these buildings will be razed and replaced with a new facility to house the Center.

Maps showing the location of the property and an executive summary of the property appraisal are attached along with the WSU cover letter. WSU representatives will be present at the meeting to provide additional information and answer questions as needed.

Commissioner's Recommendation

The Commissioner recommends Board approval of this proposed property purchase.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment



WEBER STATE UNIVERSITY

March 5, 2015

Dr. Dave Buhler, Commissioner
Utah System of Higher Education
Board of Regents Building
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler,

Weber State University seeks authorization to acquire property at the corner of 26th and Monroe Avenue near the center of Ogden for the purpose of establishing a permanent home for the university's Community Outreach Center. Our current Community Outreach Center occupies leased space a few blocks away from this prime location.

WSU's Community Outreach Center serves the under-represented populations of Ogden and helps them access and successfully transition to higher education. Programs currently offered there include life/employment skills training, basic education, remedial education, admission, registration, and financial-aid assistance. All of this is done in partnership with city, county, school district, and other non-profit agencies. The climate fostered by the Community Outreach Center is supportive and encouraging of minority groups, underrepresented populations, and first time college-goers. A key part of WSU's mission is to reach-out to this neighborhood and help individuals and families succeed.

As shown in the attached maps, two older buildings currently occupy the property WSU seeks to acquire. As funding is available, the older buildings would be removed and replaced with a new facility that would house the outreach center.

The 1.4-acre parcel and buildings appraised for \$570,000 by Integra Realty Resources (MAI appraisers) in November of 2014. The agreed upon purchase price for the property is \$560,000. Funding for the purchase will come from accumulated reserves of WSU Continuing Education.

WSU is currently conducting an environmental assessment of the property to determine if any soil contaminants remain from a fuel station that previously occupied the land. Preliminary indications suggest that any mitigation of the site would be minimal. The State of Utah has previously set aside funding to clean up the property. Thus, any mitigation expenses would not be borne by WSU.

Please place this item on the Regents March 2015 agenda.

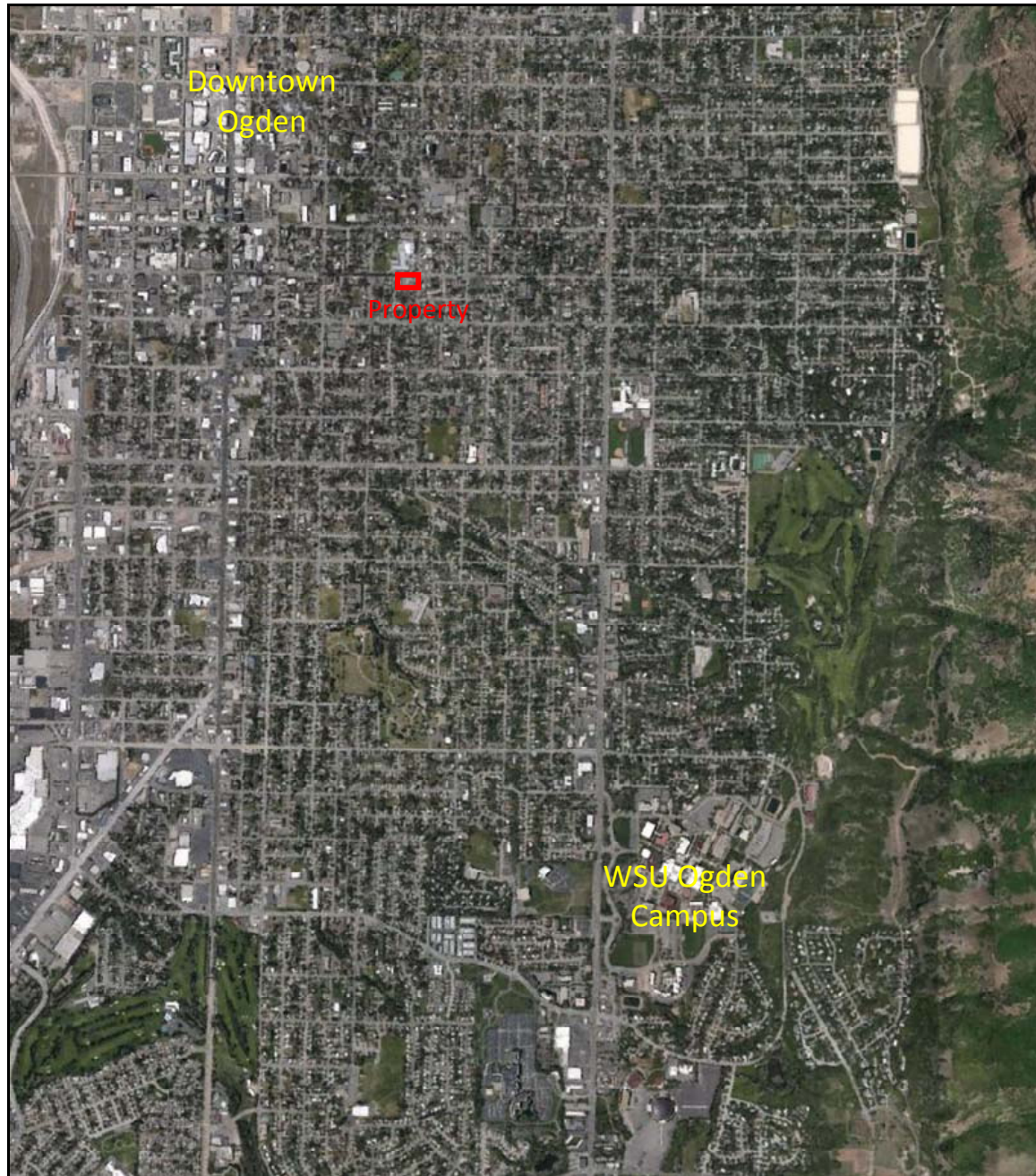
Sincerely,

Dr. Norm Tarbox

Vice President for Administrative Services



Property Aerial View



Generalized Location



December 3, 2014

Mr. Richard Sirken
Real Property Business Manager
Facilities Management
Weber State University
3848 Harrison Boulevard
Ogden, Utah 84408-2601

SUBJECT: Market Value Appraisal
 2605 Monroe Boulevard Commercial Buildings
 2605 Monroe Boulevard
 Ogden, Weber County, Utah 84401
 Integra Salt Lake City File No. 160-2014-0952JB
 Client Purchase Order No. P0049901

Dear Mr. Sirken:

Integra Realty Resources – Salt Lake City is pleased to submit the accompanying appraisal of the referenced property. The purpose of the appraisal is to develop an opinion of the market value as is of the fee simple interest in the property. The client and intended user for the assignment is Weber State University. The intended use is for property acquisition purposes.

The appraisal is intended to conform with the Uniform Standards of Professional Appraisal Practice (USPAP) and the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute.

To report the assignment results, we use the Appraisal Report option of Standards Rule 2-2(a) of the 2014-2015 edition of USPAP. As USPAP gives appraisers the flexibility to vary the level of information in an Appraisal Report depending on the intended use and intended users of the appraisal, we adhere to the Integra Realty Resources internal standards for an Appraisal Report – Standard Format. This type of report has a moderate level of detail. It summarizes the information analyzed, the appraisal methods employed, and the reasoning

that supports the analyses, opinions, and conclusions. It meets or exceeds the former Summary Appraisal Report requirements that were contained in the 2012-2013 edition of USPAP.

The subject is an existing commercial property containing two buildings totaling 17,453 square feet of rentable area. The improvements were constructed in 1946. The site area is 1.44 acres or 62,726 square feet.

Based on the valuation analysis in the accompanying report, and subject to the definitions, assumptions, and limiting conditions expressed in the report, our opinion of value is as follows:

Value Conclusion			
Appraisal Premise	Interest Appraised	Date of Value	Value Conclusion
Market Value As Is	Fee Simple	November 18, 2014	\$570,000

Extraordinary Assumptions and Hypothetical Conditions

The value conclusions are subject to the following extraordinary assumptions that may affect the assignment results. An extraordinary assumption is uncertain information accepted as fact. If the assumption is found to be false as of the effective date of the appraisal, we reserve the right to modify our value conclusions.

1. We were unable to inspect Building B. We assume that the conditions of the improvements in Building B are similar to those found in Building A which was inspected.

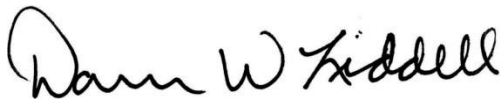
The value conclusions are based on the following hypothetical conditions that may affect the assignment results. A hypothetical condition is a condition contrary to known fact on the effective date of the appraisal but is supposed for the purpose of analysis.

1. None
-

If you have any questions or comments, please contact the undersigned. Thank you for the opportunity to be of service.

Respectfully submitted,

Integra Realty Resources - Salt Lake City



Darrin W. Liddell, MAI, FRICS, CCIM
Certified General Real Estate Appraiser
(801) 263-9700 ext. 111
dliddell@irr.com



John T. Blanck, MAI, MRICS
Certified General Real Estate Appraiser
(801) 263-9700 ext. 109
jblanck@irr.com

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Salt Lake Community College – Request for Approval to Create the Position of General Counsel

Issue

Salt Lake Community College (SLCC) is currently represented in all legal matters by the Utah Attorney General's office. The volume of legal work required by SLCC is exceeding the staff availability of the Attorney General's office. Given the size and complexity of SLCC, it is in need of additional legal assistance to provide legal advice, contract review, policy review, and compliance.

Background

Utah State Code §53B-2-106, *Duties and Responsibilities of the President of each Institution: Approval by Boards of Trustees* and R220, *Supplement, Reference to Responsibilities* allows for the appointment of attorneys at USHE institutions. Relevant policy language indicates that a USHE president may "...appoint attorneys to provide legal advice to the institution's administration and to coordinate legal affairs" following approval by the Board of Trustees and the Board of Regents. Additional policy language makes it clear that, "these appointed attorneys may not conduct litigation, settle claims covered by the State Risk Management Fund, or issue formal legal opinions but shall, in all respects, cooperate with the Office of the Attorney General in providing legal representation to the institution."

SLCC Vice President for Business Services Dennis Klaus and the Assistant Attorney General assigned to SLCC, Morris Haggerty, met with Civil Division Chief Brian Tarbet of the Attorney General's office to advise him of SLCC's intention to create the General Counsel position. I independently confirmed the Attorney General's support. The Attorney General's office will retain the responsibility to represent the College in all litigation matters. SLCC anticipates dividing legal responsibilities between the Attorney General's office and the College General Counsel as permitted by policy.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the Salt Lake Community College request to create the position of General Counsel and if in agreement, approve the request, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/CRW
Attachment



March 6, 2015

Commissioner David Buhler
Utah System of Higher Education
Board of Regents Building, The Gateway 60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler,

Salt Lake Community College requests approval to create the position of General Counsel.

Salt Lake Community College is one of the largest community colleges in the United States and one of the largest USHE institutions in the state of Utah. The College is currently represented in all legal issues by the attorney general's office. The attorney general's office is constitutionally given the responsibility to represent the State of Utah in all legal issues.

All of the larger USHE institutions currently have (or are in the hiring process) a general counsel. The Utah Code (53B-2-106 Duties and Responsibilities of the President of each Institution: Approval by Board of Trustees) and Board of Regent Policy (R220 Supplement, Reference to Responsibilities) provides for the position of general counsel. This position can be created with approval of the College Board of Trustees and the State Board of Regents.

The amount of legal work needed by Salt Lake Community College is exceeding the amount of staff the attorney general's office is able to provide. The College has need of general counsel to provide advice, contract review, policy review, and compliance.

The attorney general's office retains the responsibility to represent the College in all litigation matters of the college. The College's administration anticipates dividing legal responsibilities between the attorney general's office and college general counsel.

Morris Haggerty (SLCC's assigned AAG) and I have met with Brian Tarbet, Civil Division Chief, Attorney General's Office State of Utah, and David Jones, Director, Education Division, Assistant Attorney General, Attorney General's Office State of Utah, to advise them of our intent to proceed in hiring a general counsel position for the College.

Sincerely,

A handwritten signature in black ink, appearing to read "D R Klaus", written over a horizontal line.

Dennis R. Klaus
Vice President
Business Services

cc: President Huftalin, Greg Stauffer, Ralph Hardy, Loreen Olney, Morris Haggerty

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: UHEAA – Authorizing Resolution: Student Loan Backed Notes

Issue

Board of Regents adoption of an authorizing resolution for the issuance of student loan backed revenue notes is necessary to provide permanent financing for the recently purchased portfolio of student loans financed with a short-term warehouse line of credit.

Background

In February 2015, the acquisition of a \$1.7 billion portfolio of student loans was completed. The portfolio was financed with a short-term warehouse line of credit. The financing plan calls for replacing the temporary warehouse facility with permanent financings consisting of LIBOR-indexed floating rate notes to be issued in multiple series over the next 18 to 24 months. To provide the flexibility needed to access the bond markets efficiently, UHEAA management is seeking authorization to issue several series of permanent financings in the aggregate amount of \$1.8 billion to retire the present warehousing facility and to finance a small amount of rehabilitated student loans.

Authorizing Resolution

The attached approving resolution provides for multiple series of student loan backed notes to be issued over the next two years within the following proposed parameters:

	Not To Exceed <u>Parameters</u>	Resolution <u>Reference</u>
• Total Principal Amount	\$1,800,000,000	Section 6
• Interest Rate		Exhibit A
Senior Notes	1M Libor + 1.0%	
Subordinate Notes	1M Libor + 2.0%	
In any event, not to exceed:	25%	

	<u>Not To Exceed Parameters</u>	<u>Resolution Reference</u>
• Discount from Par		Exhibit A
Senior Notes	5%	
Subordinate Notes	15%	
• Maximum Maturity (from date of issuance)		Exhibit A
Senior Notes	30 Years	
Subordinate Notes	35 Years	
• Underwriters Discount	.60%	Section 8

Basic Documents Requiring Approval

The Authorizing Resolution provided with this report is in final draft form. Its approval by the Board will authorize the issuance of student loan backed notes in multiple series over the next two years, and the execution of the necessary documents and agreements pursuant to one or more Indentures of Trust between the Board of Regents and a to-be named bond trustee, in an aggregate principal amount not to exceed \$1.8 billion.

The Authorizing Resolution delegates authority to the Board's Chair, Vice Chair, and/or Chair of the Finance, Facilities, and Accountability Committee to approve final versions of the bond documents, consistent with parameters contained in the Authorizing Resolution, and along with designated Officers of the Board, to execute other necessary implementing agreements (see Resolution Sections 4 through 10).

The Student Finance Subcommittee will review this proposed student loan transaction prior to the March 27, 2015 Regents meeting and provide a recommendation for Regents' consideration.

UHEAA staff, along with representatives of the Attorney General's Office and Bond Counsel, will be at the Board of Regents meeting on March 27, 2015 to review the proposed transaction and answer questions.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the attached Authorizing Resolution for the issuance of the Student Loan Backed Notes.

David L. Buhler
Commissioner of Higher Education

DLB/DAF/ROD
Attachment

St. George, Utah

March 27, 2015

The State Board of Regents of the State of Utah (the “Board”) met in regular session (including by electronic means) at Dixie State University in St. George, Utah on March 27, 2015, commencing at 9:00 a.m. The following members were present:

Daniel W. Campbell	Chair
France A. Davis	Vice Chair
Jesslie B. Anderson	Member
Nina Barnes	Member
Bonnie Jean Beesley	Member
Leslie Castle*	Member
Wilford W. Clyde	Member
James T. Evans**	Member
Brady Harris	Student Regent
Marlin K. Jensen	Member
Robert S. Marquardt	Member
Jefferson Moss*	Member
Jed H. Pitcher	Member
Robert W. Prince	Member
Harris H. Simmons	Member
Mark R. Stoddard	Member
Teresa L. Theurer	Member
Joyce P. Valdez	Member
John H. Zenger	Member

Absent:

Also Present:

David L. Buhler	Commissioner of Higher Education
Kirsten Schroeder	Secretary

* Non-voting member from State Board of Education

** Non-voting member from Utah College of Applied Technology

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Student Loan Backed Notes.

The following resolution was introduced in written form and after full discussion, pursuant to motion made by _____ and seconded by _____, was adopted by the following vote:

AYE:

NAY:

The resolution (the “Resolution”) is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS STUDENT LOAN BACKED NOTES IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$1,800,000,000 TO BE ISSUED FROM TIME TO TIME AND IN ONE OR MORE SERIES; AUTHORIZING THE EXECUTION OF ONE OR MORE INDENTURES OF TRUST AND NOTE PURCHASE AGREEMENTS AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE PREPARATION, USE, AND EXECUTION OF ONE OR MORE PRELIMINARY OFFERING MEMORANDA AND OFFERING MEMORANDA; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the “Board”) is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended; and

WHEREAS, pursuant to Chapter 13, Title 53B, Utah Code Annotated 1953, as amended (the “Act”), the Board is empowered to make or purchase student loan notes and other debt obligations reflecting loans to students under its Student Loan Program; and

WHEREAS, in order to provide funds for such purposes, the Board is duly authorized to issue and sell bonds and notes pursuant to the provisions of the Act; and

WHEREAS, the Board has previously entered into a Warehouse Loan, Security and Servicing Agreement dated as of February 23, 2015, by and among the Board, and the others named therein, including Royal Bank of Canada, as Administrative Agent, and The Bank of New York Mellon Trust Company, N.A., as Trustee (the “Warehouse Agreement”) for the purpose of financing certain eligible loans; and

WHEREAS, the Board anticipates the acquisition of certain loans to be held in the Board’s Short Term Note Fund (the “Short Term Note Fund”); and

WHEREAS, the Board desires to refinance certain loans held under the Warehouse Agreement and in the Short Term Note Fund in order to provide long term financing for this portion of the Board’s student loan debt portfolio and to also reduce interest rate risk; and

WHEREAS, in furtherance thereof, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to authorize and approve the issuance and sale of the State Board of Regents of the State of Utah, Student Loan Backed Notes, (to be issued in one or more series, from time to time, which may include both senior and subordinate notes, and with such other series designations that may be determined) (the “Notes”) in an aggregate principal amount of not to exceed \$1,800,000,000 pursuant to

one or more Indentures of Trust (each an “Indenture” and collectively, the “Indentures”) between the Board and one or more trustees to be designated (each a “Trustee”); and

WHEREAS, the Board desires to use the proceeds of the Notes to (i) refinance certain loans held under the Warehouse Agreement and in the Short Term Note Fund, (ii) fund capitalized interest and any required deposit to debt service reserves and (iii) pay costs of issuance of the Notes; and

WHEREAS, the Notes and the Board’s obligations thereunder shall be payable solely from revenues and other moneys pledged therefor in the related Indenture and shall not constitute nor give rise to a general obligation or liability of the Board or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting forms of (i) a Note Purchase Agreement (each a “Note Purchase Agreement”) (ii) an Indenture, (iii) a Preliminary Offering Memorandum (each a “Preliminary Offering Memorandum”) for use in the marketing of the Notes and (iv) other documents, all relating to the Notes (collectively, the “Note Documents”); and

WHEREAS, pursuant to Section 53B-13-104(9) of the Act, the Board desires to grant to the Chair, Vice Chair and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the final principal amounts, terms, maturities, interest rates, select one or more underwriters and a Trustee for the various series of Notes to be issued, redemption provisions and purchase prices at which the Notes shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms do not exceed the parameters set forth in this Resolution;

WHEREAS, to permit flexibility in meeting the objectives of the Board, the Board desires to also authorize the Notes to be issued in multiple series and from time to time for a period of up to two years following adoption of this Resolution, so long as the amount outstanding does not at any time exceed the limit established by this Resolution.

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH, AS FOLLOWS:

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the officers of the Board directed toward the issuance of the Notes are hereby ratified, approved and confirmed.

Section 3. The Board hereby approves the forms of the Note Documents, including (without limitation) that the Notes may be issued in multiple series and with a separate Indenture for one or more Series and by means of separate Preliminary Offering Memoranda and final offering memoranda and Note Purchase Agreements relating thereto, so long as the amount issued does not at any time exceed the limit established in the Resolution.

Section 4. The Board hereby authorizes, approves and directs the use and distribution of one or more Preliminary Offering Memoranda in substantially the form before the Board at this meeting in connection with the offering and sale of the Notes. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and deliver on behalf of the Board one or more final Offering Memoranda (each an “Offering Memorandum”) in substantially the same form and with substantially the same content as the form of the Preliminary Offering Memorandum before the Board at this meeting with any such alterations, changes or additions as may be necessary to finalize each Offering Memorandum. The preparation, use and distribution of each Offering Memorandum is also hereby authorized.

Section 5. The form of Indenture substantially as presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and deliver one or more Indentures in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 10 hereof or necessary to confirm the terms of each Series of Notes.

Section 6. For the purpose of providing funds to (i) refinance certain loans held under the Warehouse Agreement and in the Short Term Note Fund, (ii) fund capitalized interest and any required deposits to debt service reserves and (iii) pay costs of issuance of the Notes, the Board hereby authorizes the issuance of the Notes in the aggregate principal amount of not to exceed \$1,800,000,000. The Notes may be issued from time to time, in one or more series, including both senior and subordinate notes, and with such other series designations that may be determined. The Notes shall mature on such date or dates, be subject to redemption and bear interest at the rates, as shall be approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Notes shall be subject to the final advice of Note Counsel and to the approval of the office of the Attorney General of the State of Utah.

Section 7. The form, terms and provisions of the Notes and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the respective Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and seal by manual or facsimile signature the Notes and to deliver the Notes to the related Trustee for authentication. All terms and provisions of the Indenture and the Notes are hereby incorporated in this Resolution. The appropriate officials of the Board are hereby authorized to execute and deliver to related the Trustee the written order of the Board for authentication and delivery of the Notes in accordance with the provisions of the related Indenture.

Section 8. The Notes shall be sold to the underwriter selected for a particular series of the Notes by the Chair, Vice Chair and/or the Chair of the Finance, Facilities

and Accountability Committee of the Board, with an underwriter's discount of not to exceed six-tenths of one percent (0.6%) (as a discount or fee) of the face amount of the Notes. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board are hereby authorized to execute and deliver a Note Purchase Agreement for one or more Series, in substantially the form and with substantially the same content as presented at this meeting for and on behalf of the Board with final terms as may be established for the related Notes and such alterations, changes or additions as may be authorized by Section 10 hereof. Pursuant to Section 53B-13-104(9) of the Act, the Chair, Vice-Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, are each hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, rate determination methods and purchase price (including notes sold at a premium or discount) with respect to the Notes for and on behalf of the Board by the execution of the related Note Purchase Agreement and Indenture and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution.

Section 9. The appropriate officers of the Board, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education, Associate Commissioner for Student Financial Aid, Executive Director of UHEAA, Deputy Executive Director of UHEAA and Secretary are hereby authorized to (i) take all action necessary or reasonably required by the Note Purchase Agreements and the Indentures to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act, and (ii) execute and deliver for and on behalf of the Board any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 10. The appropriate officials of the Board, including without limitation the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee are authorized to make any alterations, changes or additions to the Indentures, the Notes, the Note Purchase Agreements, the Preliminary Offering Memoranda, the Offering Memoranda, or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States, all within the parameters established herein.

Section 11. Upon their issuance, the Notes of each Series and the obligations of the Board under the related Indenture will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the related Indenture and such Notes. No provision of this Resolution, the Notes, the Indentures, the Note Purchase Agreements, or any other instrument authorized hereby, shall be construed as creating a general obligation of the Board, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge

upon the general credit of the Board, the State of Utah or any political subdivision thereof.

Section 12. After any of the Notes are delivered by the Trustee to or for the account of the selected underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Notes are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 13. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 14. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 15. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 27TH DAY OF MARCH, 2015.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

(SEAL)

Chair

ATTEST:

Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and seconded, adjourned.

(SEAL)

Chair

ATTEST:

Secretary

STATE OF UTAH)
 : ss.
COUNTY OF SALT LAKE)

I, Kirsten Schroeder, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on March 27, 2015 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 27th day of March, 2015.

Secretary

(SEAL)

STATE OF UTAH)
 : ss.
COUNTY OF SALT LAKE)

I, Kirsten Schroeder, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the March 27, 2015 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1, to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, on _____, 2015, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least 24 hours prior to the convening of such meeting; and (iii) provided at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2014-2015 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah in August 2014, (ii) provided in August 2014 to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents and (iii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year; and

(c) the State Board of Regents has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the State Board of Regents and to members of the public at least 24 hours before the meeting to allow members of the State Board of Regents and the public to participate in the meeting, including a description of how they could be connected to the meeting. The State Board of Regents held the meeting (the anchor location) in the building where it normally

meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 27th day of March, 2015.

(SEAL)

Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

[See Transcript Document No. ____]

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

[See Transcript Document No. ____]

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE NOTES

Principal amount not to exceed	\$1,800,000,000
Interest rates not to exceed	1-Month LIBOR plus 1.0% for any Senior Notes and 2% for any Subordinate Notes and in any event, not more than 25.0%
Discount from par not to exceed	5% for any Senior Notes and 15% for any Subordinate Notes
Final Maturity not to exceed	30 years from date of issuance for any Senior Notes and 35 years from date of issuance for any Subordinate Notes
Notes may be non-callable or subject to redemption as deemed advantageous at the time of sale	

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision to Policy 588, Delegation of Debt Policy to Boards of Trustees, and the USHE Debt Ratio Analysis

Background

During the March 2014 Regents Finance & Facilities Committee review of R588, *Delegation of Debt Policy to Boards of Trustees*, several Regents recommended the Commissioner's office prepare a system-wide debt ratio analysis to be presented in a future meeting, and to consider including in policy a statement requiring institutions to annually provide an informational debt report to the Board of Regents. The analysis has been completed, vetted institutionally, and included in the accompanying agenda tab as well as referenced in relevant policy language added in section 3 of R588.

As additional background regarding the proposed policy revisions first reviewed in 2014, R588 was implemented in 2007 as a result of an accreditation visit to a USHE institution that suggested the Regents should adopt an umbrella debt policy for all institutions or delegate that policy making authority to institutional Boards of Trustees for implementation of institutional policies for those institutions that needed them. The Regents delegated the debt policy approval to the Trustees. Updated language now includes:

- Clarified the Purpose
- Expanded references to include the two major Regents policies on long-term debt that relate specifically to statutory authorization
- Moved section R588.4 to R588.3 and retitled it "General Policy"
- Added a new section, R588.4, Financing Structures to provide information about the kinds of financial instruments that need to be addressed in institutional policies
- Moved section 588.3, Definitions to 588.5. and retitled it to be General Considerations. It was erroneously titled "Definitions"
- Removed reference to "general obligation" debt since it is the sole purview of the State of Utah, not the Regents or USHE institutions

Issue

To respond to the Regents recommendation regarding a ratio analysis report, three common ratios were chosen from the publication "Ratio Analysis in Higher Education" 4th and 5th Edition. The three - viability, leverage, & debt burden - have historically proven to be useful basic measures. Each ratio is defined and presented, by institution, for the last five years using industry standardized formulas, and includes

recommended industry standards. When ratios are viewed together they can provide the general health of debt practices with the USHE.

Viability Ratio: measures how many times an institution can cover their entire long-term debt obligation using their total expendable net assets. A ratio of 1:1 or greater indicates that an institution has sufficient expendable net assets to satisfy debt obligations. As the ratio falls below 1:1, the institution's ability to respond to adverse conditions from internal resources diminishes, as does its ability to attract capital from external sources and its flexibility to fund new objectives.

Leverage Ratio: measures the number of times that an institution's long-term debt can be covered using available net assets. A ratio of 2:1 or greater is recommended. Were this ratio to fall below 2:1, the concern would be that the institution might have difficulty maintaining its loan repayments should long-term economic conditions impacting the institution deteriorate.

Debt Burden Ratio: measures an institution's dependence on borrowed funds to finance its operation, by measuring the relative cost of borrowing to overall expenditures. Industry standards recommend 7% as the upper threshold for a healthy institution. The higher the ratio, the fewer resources are available for other operational needs. A level trend or a decreasing trend indicates that debt service has sufficient coverage, whereas a rising trend signifies an increasing demand on financial resources to pay back debt.

Institutional Controllers submitted all financial information from their audited annual financial statements, and have reviewed the results along with Chief Financial Officers, Budget Officers, and OCHE staff.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the debt ratio analysis and if satisfied, approve revisions to policy R588, *Delegation of Debt Policy to Boards of Trustees*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS/CRW/MWM
Attachment

R588, Delegation of Debt Policy to Boards of Trustees¹

R588-1. Purpose: To authorize ~~an institution~~ USHE institutions to establish ~~a debt policy~~ policies approved by ~~its~~ their Boards of Trustees to provide a framework by which decisions are made concerning the use and management of debt and to provide guidelines for the establishment of such policies.

R588-2. References

- 2.1. 53B-1-102, Utah Code Annotated 1953 (State System of Higher Education)
- 2.2. 53B-1-103, Utah Code Annotated 1953 (Establishment of State Board of Regents – Powers and authority)
- 2.3. R590, Issuance of Revenue Bonds for Facilities Construction and Equipment
- 2.4. R587, Contract or Lease-purchase Financing

R588.43. General Policy ~~An institution within the Utah System Of Higher Education may~~ USHE institutions are authorized to establish ~~its~~ their own institutional debt policy policies ~~in consultation with the Commissioner's Office and, as approved by~~ its their Boards of Trustees, to meet the individual needs and objectives of the institutions ~~in regards to debt~~ regarding the use and management of debt. Such policies must adhere to the specific requirements pertaining to some financing structures as outlined below and should utilize the general considerations as guidelines. Institutions are required to annually provide an informational debt report to the Board of Regents.

R588-4. Financing Structures

4.1. Revenue Bonds – Revenue Bonds are long-term debt instruments that are repaid from an identified institutional revenue source. Upon recommendation by the Boards of Trustees, these bonds must be approved by the Utah State Board of Regents and authorized by the Utah State Legislature (see Board of Regents Policy R590, Issuance of Revenue Bonds for Facilities Construction and Equipment).

4.2. Leasehold Revenue Bonds – Financing of capital assets through the sale of bonds secured by lease payments ("lease revenue bonds"). This method requires that the property and/or equipment be purchased by a not-for-profit corporation or governmental agency. The not-for-profit corporation or governmental agency issues bonds secured by the lease and serves as lessor of the property. This form of financing is used by the State Building Ownership Authority (SBOA) – see Utah Code §63B-1-301 to 321.

4.3. Lease-purchase Financing of Facilities – A long-term financing method for construction or acquisition of buildings that amortizes the cost of the asset over a specified time period, at the conclusion of which the asset vests in the lessee. This is an alternative to revenue bond funding that requires Utah State Board of Regents approval upon the recommendation of the institutional Boards of Trustees (see Board of Regents Policy R587, Contract or Lease-purchase Financing).

4.4. Certificates of Participation - A lease-purchase financing arrangement through the public sale of certificates of participation (COPs) where the certificate holders own a pro rata share in a specific pledged revenue stream (usually lease payments by the issuer) and essentially become the lessors (see section 4.3 above).

¹ Adopted January 19, 2007, amended March 9, 2007.

4.5. Energy Service Agreement – A contractual agreement entered into whereby the institution implements energy efficiency measures using the stream of savings in utility costs resulting from implementation of the energy efficiency measures as the funding source for repayment. These arrangements are generally considered to be for facilities and are subject to the approval of the Utah State Board of Regents (see section 4.3 above).

4.6. Capital or Finance Lease Purchase of Equipment – A lease agreement in which the lessor agrees to transfer ownership rights of the asset to the lessee after the completion of the lease period

4.7. Operating Lease of Equipment – A contract that allows for the use of an asset, but does not convey rights of ownership unless a purchase option is available and exercised.

4.8. Other – Other debt instruments, such as off-balance sheet and third party debt may be considered in financing capital construction, renovation, or purchase of tangible assets (equipment) and intangible assets (computer software).

R588-5. General Considerations

~~3.1.5.1.~~ A debt policy ~~may be helpful in forming~~ forms the foundation for a well-managed debt program. ~~A debt policy can~~ by establishing parameters for issuing debt and managing the debt portfolio, ~~and by~~ as well as providing appropriate guidance to decision-makers, and identifying key objectives for institutional staff to implement. ~~If developed at the institutional level, a~~ Institutional debt ~~policy~~ policies should demonstrate a commitment to the institution's long-range financial plans, recognize a long-term commitment to full and timely repayment of all debt, and be compatible with the institution's goals for capital programs and budgets.

~~3.2.5.2.~~ Institutional debt policies should give consideration to:

~~3.2.1.5.2.1.~~ The purposes for which debt may be issued;

~~3.2.2.5.2.2.~~ ~~Legal d~~Debt limitations, ~~if any~~;

~~3.2.3.5.2.3.~~ Types of debt permitted to be issued;

~~3.2.4.5.2.4.~~ Criteria for issuance of short-term and long-term debt, ~~general obligation and~~ revenue debt, fixed and variable rate debt, lease-backed debt, tax-exempt and taxable debt, and special obligation debt;

~~3.2.5.5.2.5.~~ Credit objectives, such as maintenance of specific credit ratings or adherence to benchmark debt ratios;

~~3.2.6.5.2.6.~~ Authorized methods of sale, such as competitive sale, negotiated sale, and private placement;

~~3.2.7.5.2.7.~~ Method of selecting and use of outside finance professionals; ~~and~~

~~3.2.8.5.2.8.~~ Refunding of debt; and

5.2.9 Internal controls.

R588, Delegation of Debt Policy to Boards of Trustees¹

R588-1. Purpose: To authorize USHE institutions to establish debt policies approved by their Boards of Trustees to provide a framework by which decisions are made concerning the use and management of debt and to provide guidelines for the establishment of such policies.

R588-2. References

- 2.1. 53B-1-102, Utah Code Annotated 1953 (State System of Higher Education)
- 2.2. 53B-1-103, Utah Code Annotated 1953 (Establishment of State Board of Regents – Powers and authority)
- 2.3. R590, Issuance of Revenue Bonds for Facilities Construction and Equipment
- 2.4. R587, Contract or Lease-purchase Financing

R588.3. General Policy USHE institutions are authorized to establish their own institutional debt policies approved by their Boards of Trustees, to meet the individual needs and objectives of the institutions regarding the use and management of debt. Such policies must adhere to the specific requirements pertaining to some financing structures as outlined below and should utilize the general considerations as guidelines. Institutions are required to annually provide an informational debt report to the Board of Regents.

R588-4. Overview of Financing Structures

- 4.1. **Revenue Bonds** – Revenue Bonds are long-term debt instruments that are repaid from an identified institutional revenue source. Upon recommendation by the Boards of Trustees, these bonds must be approved by the Utah State Board of Regents and authorized by the Utah State Legislature (see Board of Regents Policy R590, Issuance of Revenue Bonds for Facilities Construction and Equipment).
- 4.2. **Leasehold Revenue Bonds** – Financing of capital assets through the sale of bonds secured by lease payments (“lease revenue bonds”). This method requires that the property and/or equipment be purchased by a not-for-profit corporation or governmental agency. The not-for-profit corporation or governmental agency issues bonds secured by the lease and serves as lessor of the property. This form of financing is used by the State Building Ownership Authority (SBOA) – see Utah Code §63B-1-301 to 321.
- 4.3. **Lease-purchase Financing of Facilities** – A long-term financing method for construction or acquisition of buildings that amortizes the cost of the asset over a specified time period, at the conclusion of which the asset vests in the lessee. This is an alternative to revenue bond funding that requires Utah State Board of Regents approval upon the recommendation of the institutional Boards of Trustees (see Board of Regents Policy R587, Contract or Lease-purchase Financing).
- 4.4. **Certificates of Participation** - A lease-purchase financing arrangement through the public sale of certificates of participation (COPs) where the certificate holders own a pro rata share in a specific pledged revenue stream (usually lease payments by the issuer) and essentially become the lessors (see section 4.3 above).

¹ Adopted January 19, 2007, amended March 9, 2007.

4.5. Energy Service Agreement – A contractual agreement entered into whereby the institution implements energy efficiency measures using the stream of savings in utility costs resulting from implementation of the energy efficiency measures as the funding source for repayment. These arrangements are generally considered to be for facilities and are subject to the approval of the Utah State Board of Regents (see section 4.3 above).

4.6. Capital or Finance Lease Purchase of Equipment – A lease agreement in which the lessor agrees to transfer ownership rights of the asset to the lessee after the completion of the lease period

4.7. Operating Lease of Equipment – A contract that allows for the use of an asset, but does not convey rights of ownership unless a purchase option is available and exercised.

4.8. Other – Other debt instruments, such as off-balance sheet and third party debt may be considered in financing capital construction, renovation, or purchase of tangible assets (equipment) and intangible assets (computer software).

R588-5. General Considerations

5.1. A debt policy forms the foundation for a well-managed debt program by establishing parameters for issuing debt and managing the debt portfolio, as well as providing appropriate guidance to decision-makers, and identifying key objectives for institutional staff to implement. Institutional debt policies should demonstrate a commitment to the institution's long-range financial plans, recognize a long-term commitment to full and timely repayment of all debt, and be compatible with the institution's goals for capital programs and budgets.

5.2. Institutional debt policies should give consideration to:

5.2.1. The purposes for which debt may be issued;

5.2.2. Debt limitations;

5.2.3. Types of debt permitted to be issued;

5.2.4. Criteria for issuance of short-term and long-term debt, revenue debt, fixed and variable rate debt, lease-backed debt, tax-exempt and taxable debt, and special obligation debt;

5.2.5. Credit objectives, such as maintenance of specific credit ratings or adherence to benchmark debt ratios;

5.2.6. Authorized methods of sale, such as competitive sale, negotiated sale, and private placement;

5.2.7. Method of selecting and use of outside finance professionals;

5.2.8. Refunding of debt; and

5.2.9 Internal controls.

Debt Ratio Analysis

Utah System of Higher Education

Viability Ratio	FY10	FY11	FY12	FY13	FY14
University of Utah	3.18	2.78	2.41	2.79	2.22
Utah State University	1.82	2.12	2.57	2.94	2.58
Weber State University	3.43	3.05	2.20	2.27	2.50
Southern Utah University	1.37	1.50	1.73	2.51	3.97
Snow College	13.93	1.04	1.00	1.01	0.94
Dixie State University	3.57	2.37	2.18	2.32	3.16
Utah Valley University	3.43	4.47	1.12	1.25	1.18
Salt Lake Community College	12.79	16.16	9.82	11.54	13.73

Viability Ratio measures how many times an Institution can cover their entire long-term debt obligation using their total Expendable Net Assets. A ratio of 1:1 or greater indicates that an Institution has sufficient expendable net assets to satisfy debt obligations. This ratio should be considered along with the Leverage Ratio.

Leverage Ratio	FY10	FY11	FY12	FY13	FY14
University of Utah	5.92	5.06	5.27	4.55	4.05
Utah State University	5.23	5.53	7.74	8.27	6.35
Weber State University	8.42	6.48	5.00	5.72	6.14
Southern Utah University	5.46	6.36	6.46	8.18	9.42
Snow College	72.09	5.74	5.62	5.57	5.46
Dixie State University	16.87	10.56	13.60	14.82	21.99
Utah Valley University	12.99	16.05	4.60	4.84	4.80
Salt Lake Community College	34.97	40.85	21.72	36.62	49.22

Leverage Ratio measures the number of times that an Institution's Long-Term Debt can be covered using available Net Assets. Industry standard indicates the Institution should have a 2:1 ratio. Available Net Assets are defined as all Net Assets - Unexpendable Net Assets/Long-Term Debt. This ratio should be considered along with the Viability Ratio.

Debt Burden Ratio	FY10	FY11	FY12	FY13	FY14
University of Utah	3.0%	3.0%	2.0%	2.6%	2.7%
Utah State University	1.5%	1.5%	1.4%	4.3%	3.6%
Weber State University	1.8%	1.4%	1.4%	1.6%	2.2%
Southern Utah University	2.9%	2.9%	2.7%	1.7%	1.6%
Snow College	0.2%	0.3%	1.5%	3.2%	3.4%
Dixie State University	0.7%	1.2%	0.9%	1.5%	1.4%
Utah Valley University	1.4%	1.2%	1.0%	1.9%	2.4%
Salt Lake Community College	0.7%	0.7%	0.7%	0.8%	0.6%

Debt Burden Ratio measures an Institution's dependence on borrowed funds to finance its operation, by measuring the relative cost of borrowing to overall expenditures. The industry has established 7.0% as the upper threshold for a healthy institution. Debt Service is defined as Interest Expense + Principal Payments. Total Expenditure is defined as Total Expenses - Depreciation Expense + Principal Payments.

Industry Standards & Formulas

1:1

Expendable Net Assets
Long-Term Debt

2:1

Available Net Assets
Long-Term Debt

< 7.0%

Debt Service
Total Expenditure

Sources: Ratio Analysis in Higher Education, 4th and 5th Editions (Prager & Co., LLC)

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision to Policy R831, Minimum Requirements for Non-Faculty Staff Employment Grievances

Issue

Regent Policy R831, *Minimum Requirements for Non-Faculty Staff Employment Grievances*, has recently been reviewed by the Office of the Commissioner, the Utah Attorney General's Office, and USHE institutional personnel. This review is part of the continuing review of all Regent Policies. Several of the revisions are technical or add clarification, but there are substantive changes related to the grievance procedure language.

Background

R831 has been revised in an effort to clarify and strengthen the policy and provide guidance and consistency for institutions. Significant revisions to the policy include:

- Clarifies the definition of "grievance" and indicates that institutional policy will establish additional detail related to the appointment of a Personal Relations Committee
- Section 4.2, deletes undefined "informal" process potentially available to at-will, temporary, and probationary employees, which could raise due process issues
- Section 4.4, clarifies that if an institution decides to extend grievance procedures to at-will, temporary, or probationary staff members, the procedures will be the same as other staff afforded those rights
- Section 4.8.1, adds requirement that testimony be taken under oath for grievance hearings of demotion or termination as required by changes in state law (2014 General Session HB 72, Higher Education Grievance Procedure Amendments)

Commissioner's Recommendation

The Commissioner recommends that the Regents approve revisions to policy R831, *Minimum Requirements for Non-Faculty Staff Employment Grievances*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/KVO/CRW
Attachment

R831, Minimum Requirements for Non-Faculty Staff ~~Employment~~ Employee Grievances Policy¹

R831-1. Purpose: To provide minimum requirements to the institutions for the development of effective policy and procedures to ensure fair treatment for certain non-faculty staff members who seek to resolve work-related grievances. Each institution shall adopt or amend policy and procedures as necessary to comply with these minimum requirements.

R831-2. References

2.1. Utah Code §53B-2-106 (Duties and Responsibilities of the President - Approval of the Board of Trustees)

2.2. [Utah Code §53B-3-103 \(Power of board to adopt rules and enact regulations\)](#)

2.3. [Policy R801, Equal Opportunity, Diversity, and Non-Discrimination](#)

~~2.2~~ 2.4. Policy and Procedure R841, Minimum Requirements for Disciplinary Sanctions of Staff Personnel Policy.

~~2.3. Policy and Procedure R843, Guidelines for Reduction in Force Policy.~~

~~2.4. Policy and Procedure R845, Guidelines for Payment in Lieu of Notice Policy.~~

R831-3. Definitions

3.1. **Employment Employee Grievance Procedure:** the process followed in resolving an employee grievance complaint brought before the institution by a staff member who has the right to grievance procedures concerning interpretation or application of personnel policies or practices, working conditions, ~~employee-supervisor relationships~~, disciplinary sanctions, ~~or~~ termination, or non-retention. Certain employment issues need not be covered by institutional policies adopted pursuant to these minimum requirements, including position descriptions, classification of positions, and establishment of salaries commensurate with classification.

3.2. **Final and Binding Decision:** a final administrative decision. The complainant cannot take the matter any further administratively.

3.3. **Final and Binding Decision-Maker:** the president, the cognizant vice president, or other institutional administrator, as determined by institutional policy, empowered to render the final decision of the institution.

3.4. **Immediate or First-Level Supervisor or Supervision:** the lowest level of salaried supervision of the employee as defined in the Fair Labor Standards Act and Department of Labor regulations.

3.5. **Employee Grievance Hearing:** in grievances of demotion or dismissal termination from employment, a hearing before a panel of the Personnel Relations Committee; in grievances of lesser

¹ Adopted January 9, 1987; amended January 24, 1997 and September 16, 2005.

disciplinary sanctions and other [employee](#) matters, a hearing before either a panel of the Personnel Relations Committee or a designated administrator or officer, as provided by institutional policy.

3.6. Human Resource Office: that office or individual in the institution charged with the administration and record maintenance of personnel matters, or such other [office or](#) person as may be specially designated by the institution president to act as a neutral party to assist with the resolution of grievances at the institution. The human resource office should not be represented by membership on the Personnel Relations Committee.

3.7. Personnel Relations Committee: a committee established by institutional policy with membership from a cross section of the college or university community. Such members are to be selected for their objectivity and fairness in personnel matters. The committee should be selected in such a way as to encourage a diverse membership.

[3.7.1. Institutional policy shall establish who is responsible for appointing the members of the Personnel Relations Committee and how a particular panel of the committee will be chosen for a grievance hearing. Institutional policy shall also establish the number of members required on the committee and on a panel.](#)

[3.7.2.](#) Grievances brought by employees of healthcare provider units operated by an institution may be assigned to hearing panels consisting exclusively of committee members drawn from the institution's health care provider units. Similarly, grievances brought by main campus employees of an institution may be assigned to hearing panels consisting exclusively of committee members drawn from the institution's main campus units.

3.8. Staff Member: an exempt or non-exempt employee not covered by a similar faculty procedure who receives compensation for work or services from funds controlled by the institution, regardless of the source of the funds, the duties of the position, the amount of compensation paid, or the percent of time worked. There are two categories of ~~S~~staff ~~M~~members subject to this policy:

3.8.1. Regular Staff Member: a staff member whose employment is defined by the institution as being of a continuous nature, initially funded for a non-temporary period, who has successfully completed the probationary period. ~~This includes exempt and non-exempt employees not covered by similar faculty procedures, but~~ An institution may exclude from this definition certain executive and at will personnel as defined by the institutional policy. Normally, a regular staff member is one assigned to work 75% or more (or such other percent as set by institutional policy) in a position expected to last more than 6 months (or such other period as set by institutional policy.)

3.8.2. Part-Time, Temporary, or Probationary Staff Member: a part-time staff member is a staff member assigned to work less than full-time; ~~or a temporary staff member is a staff member~~ in a position considered temporary or expected to be of short duration, as defined by the institution; ~~or and a probationary staff member is~~ a newly hired employee in a regular position but still in the probationary status. Normally, a part-time staff member is one assigned to work less than 75% (or such other percent as set by institutional policy) and a temporary position is one not expected to be available after 6 months (or such other period as set by institutional policy.)

R831-4. Minimum Requirements

4.1. Discrimination or Harassment Complaints: Problems or complaints involving a claim of discrimination or harassment on the basis of race, color, national origin, religion, sex, age, disability, or

veteran's status are processed as provided by institutional policy and procedure on equal opportunity and nondiscrimination in employment.

4.2. Part-Time, At Will, Temporary or Probationary Staff Members: Institutional policy shall determine whether or not to extend ~~any~~ employee grievance procedures to part-time, at will, temporary or probationary staff members. If so extended, such procedures may be limited to informal processes as determined by the institution and need not involve a hearing before the personnel relations committee. ~~Regular staff members shall be provided grievance procedures in conformance with these minimum requirements.~~

4.3. Informal Discussions with Supervisor: Regular staff members and those part-time, temporary or probationary staff members who have access to employee grievance procedures under institutional policy shall first attempt to resolve ~~employment~~ grievances through informal discussions with their immediate supervisors. The human resource office shall be available to assist both parties in the informal resolution of grievances. A staff member may not be subjected to intimidation or reprisal for assertion of ~~an employment~~ grievance.

4.4. Grievance ~~Review Process~~ Procedures: ~~An Employment g~~Grievance ~~review~~ ~~process~~ procedures, including appropriate time lines, shall be available to all regular staff members and those part-time, temporary, or probationary staff members who have access to employee grievance procedures under institutional policy who are not satisfied with the results of informal discussions. A staff member who has a right to the employee grievance procedures has the right to be accompanied by a person of his or her choice during a formal grievance proceeding.

4.5. Alternative ~~Process Adjustments~~ Procedures: If any steps provided for in an institution's policy are impractical for any reason, institutional policy may empower the human resource office, normally after consultation with the staff member, to prescribe ~~an~~ alternative ~~process~~ procedures, which, to the maximum practicable degree, assures to the aggrieved staff member the fair and adequate consideration of the problem or complaint; provided, however, that ~~a regular staff member's~~ the right to a hearing cannot be denied nor abridged when the staff member has a right to the employee grievance procedures.

4.6. Time Off With Pay: Reasonable time off with pay during scheduled working hours shall be provided to the staff member who has a right to the employee grievance procedures, the staff member's representative, or any witnesses called to testify, for time spent participating in proceedings leading to resolution of the complaint. Time spent by the ~~employee~~ said staff member or representative in such activities outside scheduled working hours is non-compensable. Neither time-off with pay nor compensation is provided for time or money spent in preparation for such proceedings. The ~~personnel relations committee~~ Personnel Relations Committee may use resources available to it to obtain the appearance of necessary witnesses.

4.7. Extensions: Reasonable time limits may be established by institutional policy for the conduct of the employee grievance procedures. Such limits may be extended by the human resource office or by another institutional office as provided by institutional policy.

4.8. ~~Personnel Relations Committee~~ Grievance Hearings: A ~~regular~~ staff member who has a right to the employee grievance procedures and who is not satisfied with solutions proposed, as a result of attempted informal resolution or any pre-hearing procedures established by institutional policy, shall be entitled to a grievance hearing. Each party to the complaint shall be notified, has the right to be accompanied at the hearings ~~s~~ by a person of his or her choice, has the right to hear the presentations of the other parties, and has the right to be heard.

4.8.1. Testimony under Oath in Personnel Relations Committee Hearings: An institution shall ensure that all testimony given at a grievance hearing before a Personnel Relations Committee for grievances of demotion or termination is given under oath.

4.9. **Committee Member Recused:** A ~~personnel relations committee~~ Personnel Relations Committee member shall be excused from participation in any grievance deliberation where he or she may be influenced by personal relationships with the parties, by bias concerning the circumstances giving rise to the complaint, or by any other material influence which would appear to inhibit the member's ability to render an unbiased judgment.

4.10. **Final and Binding Decision:** ~~When~~ After a grievance hearing is held, the final and binding decision-maker shall review the written report, findings and recommendations of the hearing panel or officer. Based upon such review and without conducting further hearings, he or she, shall take one of the following actions:

4.10.1. Ratify the findings and adopt the recommendations.

4.10.2. Return the report to the hearing panel or officer for reconsideration or clarification.

4.10.3. Reject all or parts of the findings and recommendations ~~on one of the following grounds, among other possible reasons~~ and make a final decision as to the disposition of the grievance. Findings and recommendations may be rejected and a different disposition made for reasons that may include:

4.10.3.1. The recommendations are not supported by the record, or,

4.10.3.2. The recommendations are based on a misinterpretation of applicable law or policy.

4.11. **Notification of Final Decision:** Written notification of the final and binding decision shall be communicated by the final and binding decision-maker to all parties concerned.

4.12. **Grievance Limitations:** ~~An employee~~ staff member who has a right to the employee grievance procedures may not institute more than one grievance procedure based on the same facts, circumstances, or events.

R831, Minimum Requirements for Non-Faculty Staff Employee Grievance Policy¹

R831-1. Purpose: To provide minimum requirements to the institutions for the development of effective policy and procedures to ensure fair treatment for certain non-faculty staff members who seek to resolve work-related grievances. Each institution shall adopt or amend policy and procedures as necessary to comply with these minimum requirements.

R831-2. References

- 2.1. Utah Code [§53B-2-106](#) (Duties and Responsibilities of the President - Approval of the Board of Trustees)
- 2.2. Utah Code [§53B-3-103](#) (Power of board to adopt rules and enact regulations)
- 2.3. Policy [R801](#), Equal Opportunity, Diversity, and Non-Discrimination
- 2.4. Policy and Procedure [R841](#), Minimum Requirements for Disciplinary Sanctions of Staff Personnel Policy.

R831-3. Definitions

- 3.1. **Employee Grievance Procedure:** the process followed in resolving an employee grievance complaint brought before the institution by a staff member who has the right to grievance procedures concerning interpretation or application of personnel policies or practices, working conditions, disciplinary sanctions, termination, or non-retention. Certain employment issues need not be covered by institutional policies adopted pursuant to these minimum requirements, including position descriptions, classification of positions, and establishment of salaries commensurate with classification.
- 3.2. **Final and Binding Decision:** a final administrative decision. The complainant cannot take the matter any further administratively.
- 3.3. **Final and Binding Decision-Maker:** the president, the cognizant vice president, or other institutional administrator, as determined by institutional policy, empowered to render the final decision of the institution.
- 3.4. **Immediate or First-Level Supervisor or Supervision:** the lowest level of salaried supervision of the employee as defined in the Fair Labor Standards Act and Department of Labor regulations.
- 3.5. **Employee Grievance Hearing:** in grievances of demotion or termination from employment, a hearing before a panel of the Personnel Relations Committee; in grievances of lesser disciplinary sanctions and other employee matters, a hearing before either a panel of the Personnel Relations Committee or a designated administrator or officer, as provided by institutional policy.
- 3.6. **Human Resource Office:** that office or individual in the institution charged with the administration and record maintenance of personnel matters, or such other office or person as may be specially designated by the institution president to act as a neutral party to assist with the resolution of grievances at

¹ Adopted January 9, 1987; amended January 24, 1997 and September 16, 2005.

the institution. The human resource office should not be represented by membership on the Personnel Relations Committee.

3.7. Personnel Relations Committee: a committee established by institutional policy with membership from a cross section of the college or university community. Such members are to be selected for their objectivity and fairness in personnel matters. The committee should be selected in such a way as to encourage a diverse membership.

3.7.1. Institutional policy shall establish who is responsible for appointing the members of the Personnel Relations Committee and how a particular panel of the committee will be chosen for a grievance hearing. Institutional policy shall also establish the number of members required on the committee and on a panel.

3.7.2. Grievances brought by employees of healthcare provider units operated by an institution may be assigned to hearing panels consisting exclusively of committee members drawn from the institution's health care provider units. Similarly, grievances brought by main campus employees of an institution may be assigned to hearing panels consisting exclusively of committee members drawn from the institution's main campus units.

3.8. Staff Member: an exempt or non-exempt employee not covered by a similar faculty procedure who receives compensation for work or services from funds controlled by the institution, regardless of the source of the funds, the duties of the position, the amount of compensation paid, or the percent of time worked. There are two categories of staff members subject to this policy:

3.8.1. Regular Staff Member: a staff member whose employment is defined by the institution as being of a continuous nature, initially funded for a non-temporary period, who has successfully completed the probationary period. An institution may exclude from this definition certain executive and at will personnel as defined by the institutional policy. Normally, a regular staff member is one assigned to work 75% or more (or such other percent as set by institutional policy) in a position expected to last more than 6 months (or such other period as set by institutional policy.)

3.8.2. Part-Time, Temporary, or Probationary Staff Member: a part-time staff member is a staff member assigned to work less than full-time; a temporary staff member is a staff member in a position considered temporary or expected to be of short duration, as defined by the institution; and a probationary staff member is a newly hired employee in a regular position but still in the probationary status. Normally, a part-time staff member is one assigned to work less than 75% (or such other percent as set by institutional policy) and a temporary position is one not expected to be available after 6 months (or such other period as set by institutional policy.)

R831-4. Minimum Requirements

4.1. Discrimination or Harassment Complaints: Problems or complaints involving a claim of discrimination or harassment on the basis of race, color, national origin, religion, sex, age, disability, or veteran's status are processed as provided by institutional policy and procedure on equal opportunity and nondiscrimination in employment.

4.2. Part-Time, At Will, Temporary or Probationary Staff Members: Institutional policy shall determine whether or not to extend employee grievance procedures to part-time, at will, temporary or probationary staff members. If so extended, such procedures may be limited to informal processes as determined by the institution and need not involve a hearing before the personnel relations committee.

4.3. Informal Discussions with Supervisor: Regular staff members and those part-time, temporary or probationary staff members who have access to employee grievance procedures under institutional policy shall first attempt to resolve grievances through informal discussions with their immediate supervisors. The human resource office shall be available to assist both parties in the informal resolution of grievances. A staff member may not be subjected to intimidation or reprisal for assertion of a grievance.

4.4. Grievance Procedures: Grievance procedures, including appropriate time lines, shall be available to all regular staff members and those part-time, temporary, or probationary staff members who have access to employee grievance procedures under institutional policy who are not satisfied with the results of informal discussions. A staff member who has a right to the employee grievance procedures has the right to be accompanied by a person of his or her choice during a formal grievance proceeding.

4.5. Alternative Procedures: If any steps provided for in an institution's policy are impractical for any reason, institutional policy may empower the human resource office, normally after consultation with the staff member, to prescribe alternative procedures, which, to the maximum practicable degree, assures to the aggrieved staff member the fair and adequate consideration of the problem or complaint; provided, however, that the right to a hearing cannot be denied nor abridged when the staff member has a right to the employee grievance procedures.

4.6. Time Off With Pay: Reasonable time off with pay during scheduled working hours shall be provided to the staff member who has a right to the employee grievance procedures, the staff member's representative, or any witnesses called to testify, for time spent participating in proceedings leading to resolution of the complaint. Time spent by the said staff member or representative in such activities outside scheduled working hours is non-compensable. Neither time-off with pay nor compensation is provided for time or money spent in preparation for such proceedings. The Personnel Relations Committee may use resources available to it to obtain the appearance of necessary witnesses.

4.7. Extensions: Reasonable time limits may be established by institutional policy for the conduct of the employee grievance procedures. Such limits may be extended by the human resource office or by another institutional office as provided by institutional policy.

4.8. Grievance Hearings: A staff member who has a right to the employee grievance procedures and who is not satisfied with solutions proposed, as a result of attempted informal resolution or any pre-hearing procedures established by institutional policy, shall be entitled to a grievance hearing. Each party to the complaint shall be notified, has the right to be accompanied at the hearing by a person of his or her choice, has the right to hear the presentations of the other parties, and has the right to be heard.

4.8.1. Testimony under Oath in Personnel Relations Committee Hearings: An institution shall ensure that all testimony given at a grievance hearing before a Personnel Relations Committee for grievances of demotion or termination is given under oath.

4.9. Committee Member Recused: A Personnel Relations Committee member shall be excused from participation in any grievance deliberation where he or she may be influenced by personal relationships with the parties, by bias concerning the circumstances giving rise to the complaint, or by any other material influence which would appear to inhibit the member's ability to render an unbiased judgment.

4.10. Final and Binding Decision: After a grievance hearing is held, the final and binding decision-maker shall review the written report, findings and recommendations of the hearing panel or officer. Based upon such review and without conducting further hearings, he or she, shall take one of the following actions:

4.10.1. Ratify the findings and adopt the recommendations.

4.10.2. Return the report to the hearing panel or officer for reconsideration or clarification.

4.10.3. Reject all or parts of the findings and recommendations and make a final decision as to the disposition of the grievance. Findings and recommendations may be rejected and a different disposition made for reasons that may include:

4.10.3.1. The recommendations are not supported by the record, or,

4.10.3.2. The recommendations are based on a misinterpretation of applicable law or policy.

4.11. **Notification of Final Decision:** Written notification of the final and binding decision shall be communicated by the final and binding decision-maker to all parties concerned.

4.12. **Grievance Limitations:** A staff member who has a right to the employee grievance procedures may not institute more than one grievance procedure based on the same facts, circumstances, or events.

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision to Policy R843, Guidelines for Reduction in Force Policy

Issue

Regent Policy R843, *Guidelines for Reduction in Force Policy*, has recently been reviewed by the Office of the Commissioner, the Utah Attorney General's Office, and USHE institutional personnel. This review is part of the continuing review of all Regent Policies. Many of the revisions are technical or add clarification, but there are substantive changes related to treatment of benefited vs. non-benefitted part-time employees.

Background

Much of R843 has been revised in an effort to clarify and strengthen the policy and provide guidance and consistency for institutions. Significant revisions to the policy include:

- Section 3.1, clarifies the definition of staff member as exempt or non-exempt; clarifies part-time, temporary, or probationary staff member language
- Section 3.2, adds a definition of reduction in force
- Section 4.4, consistent with HR industry best practices, employee due process rights, and good legal procedure to have a written record of action, adds a requirement that institutions provide employees with written notification of a Reduction in Force
- Sections 2.1. and 4.8., that refer to Payment in Lieu Notice, will be deleted if R845 is eliminated

Commissioner's Recommendation

The Commissioner recommends that the Regents approve revisions to policy R843, *Guidelines for Reduction in Force Policy*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/KVO/CRW
Attachment

R843, Guidelines for Reduction in Force Policy¹

R843-1. Purpose: To provide guidelines to the institutions in the development of institutional policy on the terms and conditions of a reduction in force, including termination and recall, of staff members in the System of Higher Education ~~institutions and the procedures by which such actions are initiated and processed~~. Each institution shall adopt or amend policy and procedures as necessary to comply with these guidelines.

R843-2. References

~~2.1. Policy and Procedure R831, Minimum Requirements for Non-Faculty Staff Employment Grievances Policy.~~

~~2.2. Policy and Procedure R841, Guidelines for Disciplinary Sanctions of Staff Personnel Policy.~~

~~2.3~~ 2.1. Policy and Procedure R845, Guidelines for Payment in Lieu of Notice Policy.

R843-3. Definitions

3.1. Staff Member: ~~an classified or professional~~ exempt or non-exempt employee in a non-faculty position who receives compensation for work or services from funds controlled by the institution, regardless of the source of the funds, the duties of the position, the amount of compensation paid, or the percent of time worked. There are two categories of Staff Member (graduate student fellowships and student employees are not considered staff members) subject to this policy:

3.1.1. Regular Staff Member: a staff member whose employment is defined by the institution as being of a continuous nature, initially funded for a non-temporary period, who has successfully completed the probationary period. ~~This includes classified, professional and administrative personnel, but~~ An institution may exclude certain executive personnel as defined by ~~the institutional~~ al policy. Normally, a regular staff member is one assigned to work 75% or more (or such lesser percent as set by institutional policy) in a position expected to last more than 12 months (or such lesser period as set by institutional policy.)

3.1.2. Part-Time, Temporary or Probationary Staff Member: a part-time staff member is a staff member assigned to work less than full-time; ~~or a temporary staff member is a staff member~~ in a position considered temporary or expected to be of short duration, as defined by ~~the institutional~~ al policy; ~~or and a probationary staff member is~~ a newly hired employee in a regular position but still in the probationary status. Normally, a part-time staff member is one assigned to work less than 75% (or such lesser percent as set by institutional policy) and a temporary position is one not expected to be available after 12 months (or such lesser period as set by institutional policy.)

3.2. Reduction in Force: a reduction in force is the elimination of positions required by circumstances that may include inadequate funds, budget constraints, grant expiration, change of workload, lack of work, departmental reorganization, or other business reasons.

R843-4. Guidelines

¹ Adopted January 9, 1987.

4.1. **Reductions in Force:** Staff members may be terminated as the result of a decision to effect a reduction in force, subject to the provisions ~~below~~ [in this policy](#).

4.2. **Identification of Staff Members to Be Terminated:** The identification of staff members to be terminated due to a reduction in force in any operating unit will be based first on position elimination. After the positions to be eliminated are identified, ~~then when~~ [and if](#) there is more than one incumbent in such a position, institutional policy shall specify the basis upon which staff members to be terminated are selected. Generally, such reasons will include, but need not be limited to, individual performance and/or seniority.

4.3. **Priority for Termination:** Part-time [staff members who do not receive benefits](#), temporary, or probationary staff members will be terminated before regular staff members. [Institutional policy may provide additional detail regarding termination priority.](#)

4.4. **Notification:** [Institutional policy shall provide that a staff member affected by a reduction in force is notified in writing, by electronic or written notice.](#)

~~4.4~~ 4.5. **Effort to Place Employee in Other Position:** In the event that a reduction in force is required in any operating unit, the institution will undertake, so far as practicable, to make available to an affected regular staff member other suitable institutional positions for which he or she qualifies. Institutional policy shall define organizational units within the institution and shall specify whether or not regular staff members in layoff status "bump" other regular staff members with less seniority in the same or other organizational units.

~~4.5~~ 4.6. **Recall:** Institutional policy shall provide for [a recall procedure](#), where the position from which the regular staff member ~~is~~ [was](#) released becomes available within six months (or such other longer period as specified by the institution) and the position occurs within the organizational unit from which the regular staff member was released. Recall need not apply to part-time, temporary or probationary staff members.

~~4.6~~ 4.7. **Benefits:** ~~Regular~~ [Benefitted](#) staff members who are terminated due to a reduction in force, and who thereafter are rehired within six months (or other longer period specified by the institution), will be reinstated without loss of benefits based on longevity of employment (i.e., the previous service date will be used in determining time-related rights concerning seniority, vacation, accrued sick leave, medical/hospital coverage, etc., with the exception of benefits which may not be within the power of the institution to grant.)
~~as for example, waivers of pre-existing conditions for medical coverage.)~~

~~4.7~~ 4.8. **Payment in Lieu of Notice:** Eligibility for payment in lieu of notice upon termination for reduction in force shall be determined in accordance with institutional policy in compliance with the guidelines in Policy and Procedure R845, [Guidelines for Payment in Lieu of Notice Policy](#).

R843, Guidelines for Reduction in Force Policy¹

R843-1. Purpose: To provide guidelines to the institutions in the development of institutional policy on the terms and conditions of a reduction in force, including termination and recall, of staff members in the System of Higher Education. Each institution shall adopt or amend policy and procedures as necessary to comply with these guidelines.

R843-2. References

- 2.1. Policy and Procedure **R845**, Guidelines for Payment in Lieu of Notice Policy.

R843-3. Definitions

3.1. Staff Member: an exempt or non-exempt employee in a non-faculty position who receives compensation for work or services from funds controlled by the institution, regardless of the source of the funds, the duties of the position, the amount of compensation paid, or the percent of time worked. There are two categories of Staff Member (graduate student fellowships and student employees are not subject to this policy):

3.1.1. Regular Staff Member: a staff member whose employment is defined by the institution as being of a continuous nature, initially funded for a non-temporary period, who has successfully completed the probationary period. An institution may exclude certain executive personnel as defined by institutional policy. Normally, a regular staff member is one assigned to work 75% or more (or such lesser percent as set by institutional policy) in a position expected to last more than 12 months (or such lesser period as set by institutional policy).

3.1.2. Part-Time, Temporary or Probationary Staff Member: a part-time staff member is a staff member assigned to work less than full-time; a temporary staff member is a staff member in a position considered temporary or expected to be of short duration, as defined by institutional policy; and a probationary staff member is a newly hired employee in a regular position but still in the probationary status. Normally, a part-time staff member is one assigned to work less than 75% (or such lesser percent as set by institutional policy) and a temporary position is one not expected to be available after 12 months (or such lesser period as set by institutional policy).

3.2. Reduction in Force: a reduction in force is the elimination of positions required by circumstances that may include inadequate funds, budget constraints, grant expiration, change of workload, lack of work, departmental reorganization, or other business reasons.

R843-4. Guidelines

4.1. Reductions in Force: Staff members may be terminated as the result of a decision to effect a reduction in force, subject to the provisions in this policy.

4.2. Identification of Staff Members to Be Terminated: The identification of staff members to be terminated due to a reduction in force in any operating unit will be based first on position elimination. After the positions to be eliminated are identified, and if there is more than one incumbent in such a position,

¹ Adopted January 9, 1987.

institutional policy shall specify the basis upon which staff members to be terminated are selected. Generally, such reasons will include, but need not be limited to, individual performance and/or seniority.

4.3. Priority for Termination: Part-time staff members who do not receive benefits, temporary, or probationary staff members will be terminated before regular staff members. Institutional policy may provide additional detail regarding termination priority.

4.4. Notification: Institutional policy shall provide that a staff member affected by a reduction in force is notified in writing, by electronic or written notice.

4.5. Effort to Place Employee in Other Position: In the event that a reduction in force is required in any operating unit, the institution will undertake, so far as practicable, to make available to an affected regular staff member other suitable institutional positions for which he or she qualifies. Institutional policy shall define organizational units within the institution and shall specify whether or not regular staff members in layoff status "bump" other regular staff members with less seniority in the same or other organizational units.

4.6. Recall: Institutional policy shall provide for a recall procedure, where the position from which the regular staff member was released becomes available within six months (or such other longer period as specified by the institution) and the position occurs within the organizational unit from which the regular staff member was released. Recall need not apply to part-time, temporary or probationary staff members.

4.7. Benefits: Benefitted staff members who are terminated due to a reduction in force, and who thereafter are rehired within six months (or other longer period specified by the institution), will be reinstated without loss of benefits based on longevity of employment (i.e., the previous service date will be used in determining time-related rights concerning seniority, vacation, accrued sick leave, medical/hospital coverage, etc., with the exception of benefits which may not be within the power of the institution to grant).

4.8. Payment in Lieu of Notice: Eligibility for payment in lieu of notice upon termination for reduction in force shall be determined in accordance with institutional policy in compliance with the guidelines in Policy and Procedure R845, Guidelines for Payment in Lieu of Notice Policy.

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Elimination of Policy R845, Guidelines for Payment in Lieu of Notice Policy

Issue

Regent Policy R845, *Guidelines for Payment in Lieu of Notice Policy*, has recently been reviewed by the Office of the Commissioner, the Utah Attorney General's Office, and USHE institutional personnel. This review is part of the continuing review of all Regent Policies.

Background

A discussion involving the USHE Presidents and regarding potential language changes to Regent Policy R845 was held at a recent Council of Presidents meeting. Ultimately, the Presidents felt the campuses could adequately, and perhaps even more effectively, manage any *payment in lieu of notice* situations without an umbrella Regent policy. From a legal standpoint, Assistant Attorney General Kevin Olsen is fine with the elimination of this policy as well. A copy of the policy as presently it reads, is attached to this agenda item for reference purposes only.

Commissioner's Recommendation

The Commissioner recommends that the Regents eliminate policy R845, *Guidelines for Payment in Lieu of Notice Policy*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/KVO/CRW
Attachment

R845, Guidelines for Payment in Lieu of Notice Policy¹

R845-1. Purpose: To provide guidelines to the institutions for the development of policy on the terms and conditions of payment in lieu of notice when it is necessary for an institution to effect a reduction in work force, or to terminate a regular staff member for reasons other than cause, and the procedures by which such payment in lieu of notice is initiated and processed. Each institution shall adopt or amend policy and procedures as necessary to comply with these guidelines.

R845-2. References

- 2.1. Policy and Procedure **R831**, Minimum Requirements for Non-Faculty Staff Employment Grievances Policy.
- 2.2. Policy and Procedure **R841**, Guidelines for Disciplinary Sanctions of Staff Personnel Policy.
- 2.3. Policy and Procedure **R843**, Guidelines for Reduction in Force Policy.

R845-3. Definitions

3.1. **Staff Member:** a classified or professional employee in a non-faculty position who receives compensation for work or services from funds controlled by the institution, regardless of the source of the funds, the duties of the position, the amount of compensation paid, or the percent of time worked. There are two categories of Staff Member subject to this policy:

3.1.1. **Regular Staff Member:** a staff member whose employment is defined by the institution as being of a continuous nature, initially funded for a non-temporary period, who has successfully completed the probationary period. This includes classified, professional and administrative personnel, but may exclude certain executive personnel as defined by the institution. Normally, a regular staff member is one assigned to work 75% or more (or such lesser percent as set by institutional policy) in a position expected to last more than 12 months (or such lesser period as set by institutional policy.)

3.1.2. **Part-Time, Temporary or Probationary Staff Member:** a staff member assigned to work less than full-time, or in a position considered temporary or expected to be of short duration, as defined by the institution; or a newly hired employee in a regular position but still in the probationary status. Normally, a part-time staff member is one assigned to work less than 75% (or such lesser percent as set by institutional policy) a temporary position is one not expected to be available after 12 months (or such lesser period as set by institutional policy.)

3.2. **Payment in Lieu of Notice:** a payment made to regular staff members who are placed on layoff status for reasons other than cause and without being given the required advance notice of termination. Payment in lieu of notice will be paid in addition to accrued salary, wages, and unused vacation time.

R845-4. Guidelines

¹ Adopted January 9, 1987. Amended September 16, 2005.

4.1. Notice of Termination: When it is necessary for the institution to effect a reduction in work force, or to terminate a regular staff member for reasons other than cause, each nonexempt regular staff member who is to be laid off will ordinarily be given written notice of termination at least two calendar weeks before the effective date of such termination. For exempt regular staff members, the notice will be given at least four calendar weeks before the effective date of termination.

4.2. Payment in Lieu of Notice: If the required advance notice is not given, or is given for a shorter period than provided under subsection 4.1, payment in lieu of notice will be given.

4.3. Eligibility:

4.3.1. An employee is not eligible for payment in lieu of notice if (a) he or she is a part-time, temporary or probationary staff member, or (b) the termination is for cause.

4.3.2. Payment in lieu of notice is not available to employees whose termination is voluntary.

4.4. Effect of Payments: Payment in lieu of notice is not considered part of the regular rate used to compute overtime payments due upon termination, and cannot be used to reduce any other payments due to the employee, such as accrued overtime, and accrued but unused vacation time. Payment in lieu of notice will be considered for the purpose of FICA and income tax withholding, and may, subject to institutional policy and practice, but is not required to be considered for the purpose of institutional benefits and may, subject to institutional policy and practice, but is not required to extend the employment period to the end of the applicable notice period.

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Regent Policy R847, Criminal Background Checks

Issue

Regent Policy R847, *Criminal Background Checks*, has recently been reviewed by the Office of the Commissioner, the Utah Attorney General's Office, and USHE institutional personnel. This review is part of the continuing review of all Regent Policies. Several of the revisions are technical or add clarification, but there are substantive changes related to the reasonable cause language.

Background

R847 has been revised in an effort to clarify and strengthen the policy and provide guidance and consistency for institutions. Significant revisions to the policy include:

- Section 3.8, updates the reasonable cause language to allow for periodic background checks of security sensitive positions
- Section 4.4, clarifies the written release of information
- Previous section 4.15. is deleted, eliminating outdated language

Commissioner's Recommendation

The Commissioner recommends that the Regents approve revisions to policy R847, Criminal Background Checks, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/KVO/CRW
Attachment

R847, Criminal Background Checks¹

R847-1. Purpose: To provide [procedures](#) for [requiring or administering](#) criminal background checks of certain prospective and existing employees of System institutions.

R847-2. References

- 2.1. Utah Code 53A-3-410 (Criminal background checks on school personnel—Notice—Payment of cost—Request for review)
- 2.2. Utah Code 53B-1-110 (Higher Education Criminal Background Checks)
- 2.3. Policy and Procedure R165, Concurrent Enrollment
- 2.4. [Federal Fair Credit Reporting Act, 15 U.S.C. § 1681 et seq.](#)
- ~~2.4. Policy and Procedure R481, Academic Freedom, Professional Responsibility and Tenure~~

R847-3. Definitions

- 3.1. **Adjunct Faculty:** part-time teachers, post-doctoral fellows, visiting lecturers, graduate assistants and other professional staff members of businesses, industries, and other agencies and organizations who are appointed by the institutions on a part-time basis to carry out instructional, research or public service functions.
- 3.2. **Applicant:** ~~the~~ [a](#) final applicant offered employment, transfer or promotion, contingent on acceptable results of a criminal background check and other reviews required for the position by ~~the~~ [an](#) institution such as financial/credit checks, degree transcripts or license documentation, or student loan status.
- 3.3. **Background Check:** a commercial or governmental process of searching public records to determine ~~no less than~~ [at a minimum](#), whether an individual has been convicted of criminal conduct anywhere in the United States of America within no less than the last seven years. An institution may choose to specify a longer time period, search in one or more foreign countries, or seek additional information such as arrests or other evidence of character issues as part of a Background Check.
- 3.4. **Diminished Capacity Adult:** a person who lacks decision making capacity, which requires ~~to greater or lesser degree:~~ (1) possession of a set of values and goals; (2) the ability to communicate and to understand information; and (3) the ability to reason and to deliberate about one's choices.
- 3.5. **Employee:** [\(1\)](#) a faculty member, ~~or (2) classified or professional~~ [an exempt or non-exempt](#) employee of a Utah System of Higher Education institution who receives compensation for work or services from funds controlled by the institution, regardless of the source of the funds, the duties of the position, the amount of compensation paid, or the percent of time worked.
- 3.6. **Institution:** an institution listed in [Utah Code](#) Section 53B-1-102.

¹ Adopted July 20, 2007.

3.7. **Minor:** a person younger than 21 years of age.

3.8. **Reasonable Cause:** may exist with respect to a position or with respect to an individual. As to a position, reasonable cause exists to conduct periodic criminal background checks (including yearly checks) for any employee holding a security sensitive position. As to an individual, reasonable cause exists where the known facts ~~and~~ or circumstances about a particular employee are sufficient to warrant a person of reasonable prudence in the belief that the employee poses an unreasonable risk to persons or property and/or a history or report of a crime will be found.

3.9. **Security Sensitive Positions:** positions designated by ~~the~~ an institution as security sensitive whose duties require, provide for, or encompass the potential to incur human, financial or property loss or other harm to the institution and its constituents. Besides institution wide designations of security sensitive positions, individual departments may be subject to additional restrictions, requirements, laws or regulations. A security sensitive position ~~should~~ includes at least one of the following elements:

3.9.1. access to children, including child care in a child care center, or to diminished capacity adults;

3.9.2. relationships with students where exceptional trust and responsibility are involved, such as counselors, health care providers, coaches, and residence hall personnel;

3.9.3. responsibility for providing direct medical care, treatment, or counseling and/or access to pharmaceuticals, toxins, hazardous or controlled substances;

3.9.4. direct access to laboratory materials and other property that have the potential of being diverted from their proper use either for financial gain or for harmful, dangerous or illegal purposes;

3.9.5. decision making authority for committing institutional funds or financial resources through contracts and commitments and/or direct access to or responsibility for handling cash, checks, credit/debit cards or cash equivalents, institutional property, disbursements or receipts;

3.9.6. access to building and residence hall master control and key systems;

3.9.7. access to confidential information or sensitive personal information such as employment, health, donor, financial and other records, including data that could facilitate identity theft;

3.9.8. access to and responsibility for the maintenance, upgrading, and repair of the institution's computer networks and/or information technology systems; ~~and~~ or

3.9.9. responsibility for police, security, guard forces, or other significant health or safety issues.

~~3.9.10. Besides institution wide designations of security sensitive positions, individual departments may be subject to additional restrictions, requirements, laws or regulations.~~

3.10. **Significant Contact with Minors:** an employee position involves significant contact with minor persons if there is a reasonable expectation that in the course of the normal, routine responsibilities of the position, the employee and a minor would interact on a one-on-one basis. For example, teachers with office hour consultations, mentors, counselors, test center employees, coaches, and advisors could all reasonably expect to interact one-on-one with students as a normal, routine part of their work and hence would have "significant contact" with one or more minor persons during the course of their employment.

R847-4. Policy

- 4.1. Required Background Checks for Applicants:** An applicant for any employee position at an institution that involves significant contact with minors or is considered to be security sensitive by the institution's president or his/her designee, must submit to a criminal background check as a condition of employment. The president or his/her designee may exempt applicants for adjunct faculty, temporary, or part time positions, from this requirement. The president or his/her designee may require such exempted employees to self disclose any criminal background and to sign an agreement to conform to institutional rules on sexual harassment and information, financial, health, and physical security.
- 4.2. Optional Background Checks for Applicants:** ~~The A~~ president or his/her designee may ~~allow or~~ require applicants for positions other than those described in [Section 4.1](#), including adjunct faculty, temporary or part time positions, to submit to a criminal background check as a condition of employment.
- 4.3. Background Checks for Existing Employees:** An existing employee must submit to a criminal background check, where the institution's president or his/her designee finds that reasonable cause exists.
- 4.4. Written Release of Information:** ~~For applicants for employment, the An~~ institution shall obtain a written and signed release of information for a criminal ~~history~~ background check ~~from an applicant required by institutional policy to submit to a criminal background check~~. ~~For existing employees, the An~~ institution shall request a written and signed release of information for a criminal ~~history~~ background check ~~from an existing employee when the institution's president or his/her designee finds that reasonable cause exists~~.
- 4.5. Notice a Background Check has been Requested:** If ~~the an~~ existing employee does not provide a written and signed release as requested pursuant to [Section 4.4](#), the employee shall receive written notice that the background check has been requested.
- 4.6. Fingerprint Check:** ~~The An~~ institution may require each applicant or employee subject to a criminal background check under this section to be fingerprinted and consent to a fingerprint background check by the Utah Bureau of Criminal Identification, the Federal Bureau of Investigation or another government or commercial entity.
- 4.6.1.** Institutions may request the Utah Bureau of Criminal Identification to conduct ~~criminal~~ [fingerprint](#) background checks of prospective employees and, where reasonable cause exists, existing employees pursuant to board policy.
- 4.6.2.** At the request of an institution, the Utah Bureau of Criminal Identification is directed by [Utah Code Section 53B-1-110](#) to release the individual's full record of criminal convictions to the authorized institutional administrator requesting the information and is also directed to seek additional information from regional or national criminal data files in responding to inquiries under [Utah Code Section 53B-1-110](#).
- 4.6.3.** [Utah Code Section 53B-1-110](#) provides that information received by the Utah Bureau of Criminal Identification from entities other than agencies or political subdivisions of the state may not be released to a private entity unless the release is permissible under applicable laws or regulations of the entity providing the information.
- 4.6.4.** Except as provided in [Section 4.8](#), ~~the an~~ institution shall pay the actual cost of fingerprint background checks incurred by the Utah Bureau of Criminal Identification, and the moneys collected shall be credited to the Utah Bureau of Criminal Identification to offset its expenses in conducting the checks.

4.7. Consumer-reporting Agency Criminal History Background Check: ~~The~~ A president or his/her designee may determine to use a consumer-reporting agency to conduct a criminal ~~history~~ background check instead of the fingerprint background check process provided in Section 4.6.

4.7.1. At a minimum, the consumer-reporting agency must conduct an investigation to verify the applicant or employee's social security number, obtain information regarding past employment, and search the individual's criminal background nationwide in the individual's counties of residence for the last seven years.

4.8. Payment of Costs: ~~The~~ A president or his/her designee may require an applicant to pay the costs of a criminal background check as a condition of employment.

4.9. Risk Assessment: Based on the convictions disclosed by the criminal background check, ~~the~~ an institution will assess the overall risk to persons and property. That risk assessment will include: (1) the number of crimes committed, (2) the severity of those crimes, (3) the length of time since they were committed, (4) the likelihood of recidivism, (5) the security sensitivity of the position sought by the applicant or held by the existing employee, and (6) other factors that may be relevant. The institution may determine that an individual with a criminal history should be considered eligible to obtain or retain the position, or that additional documentation should be required.

4.10. Opportunity to Respond: Before an applicant is denied employment or an employee is subjected to an adverse employment action based on information obtained in ~~the criminal background report~~ a background check, the applicant or employee shall receive a copy of the report, written notice of the reasons for denial or the adverse action, a written description of his/her rights under the Fair Credit Reporting Act, and shall have an opportunity to respond to the reasons and any information received as a result of the ~~criminal~~ background check. If an applicant or employee disagrees with the accuracy of any information in the report and notifies the human resources office of the institution within three ~~(3)~~ business days of his/her receipt of the report, the institution shall provide a reasonable opportunity to address the information contained in the report.

4.11. Financial/Credit Check: If an applicant is applying for, or an employee holds, a security sensitive position with access to sensitive personal information or financial responsibilities over the funds of the institution or others, ~~the~~ a president or his/her designee may require an additional financial/credit check to be performed.

4.12. Degree Transcripts or License Documentation: If ~~the~~ a position requires a degree or license, ~~the~~ an institution may obtain a copy of the applicant's degree transcripts or license documentation.

4.13. Student Loan Status: If an applicant or employee has a student loan, ~~the~~ an institution may check on the loan status. The institution may deny employment or take adverse employment action if the applicant or employee has a delinquent or defaulted student loan.

4.14. Limitations on the Use of Information: The information contained in ~~the criminal history~~ a background check will be available only to those persons involved in making employment decisions or performing the background investigation, and the information will be used only for the purpose of making an employment or promotion decision.

~~**4.15. Background Checks Phased In:** Criminal background checks for new employees may be phased in over a two year period ending May 1, 2009.~~

~~4.16~~ **4.15.** **Concurrent Enrollment Faculty:** Higher education employees, whether full-time or adjunct faculty, who are concurrent enrollment instructors with unsupervised access to K-12 students shall complete a criminal background check consistent with [Utah Code](#) §53A-3-410. The institution employing a concurrent [enrollment](#) instructor who is also a higher education employee shall have responsibility to determine the need for the criminal background check consistent with the law, shall satisfy this requirement, and shall maintain appropriate documentation. (See Policy and Procedures R165, Concurrent Enrollment).
~~paragraph 9.2.) This requirement is not subject to the phase in provisions of 4.15.~~

R847, Criminal Background Checks¹

R847-1. Purpose: To provide procedures for requiring or administering criminal background checks of certain prospective and existing employees of System institutions.

R847-2. References

- 2.1. Utah Code 53A-3-410 (Criminal background checks on school personnel—Notice—Payment of cost—Request for review)
- 2.2. Utah Code 53B-1-110 (Higher Education Criminal Background Checks)
- 2.3. Policy and Procedure R165, Concurrent Enrollment
- 2.4. Federal Fair Credit Reporting Act, 15 U.S.C. § 1681 et seq.

R847-3. Definitions

- 3.1. **Adjunct Faculty:** part-time teachers, post-doctoral fellows, visiting lecturers, graduate assistants and other professional staff members of businesses, industries, and other agencies and organizations who are appointed by the institutions on a part-time basis to carry out instructional, research or public service functions.
- 3.2. **Applicant:** a final applicant offered employment, transfer or promotion, contingent on acceptable results of a criminal background check and other reviews required for the position by an institution such as financial/credit checks, degree transcripts or license documentation, or student loan status.
- 3.3. **Background Check:** a commercial or governmental process of searching public records to determine, at a minimum, whether an individual has been convicted of criminal conduct anywhere in the United States of America within no less than the last seven years. An institution may choose to specify a longer time period, search in one or more foreign countries, or seek additional information such as arrests or other evidence of character issues as part of a Background Check.
- 3.4. **Diminished Capacity Adult:** a person who lacks decision making capacity, which requires: (1) possession of a set of values and goals; (2) the ability to communicate and to understand information; and (3) the ability to reason and to deliberate about one's choices.
- 3.5. **Employee:** (1) a faculty member, or (2) an exempt or non-exempt employee of a Utah System of Higher Education institution who receives compensation for work or services from funds controlled by the institution, regardless of the source of the funds, the duties of the position, the amount of compensation paid, or the percent of time worked.
- 3.6. **Institution:** an institution listed in Utah Code Section 53B-1-102.
- 3.7. **Minor:** a person younger than 21 years of age.

¹ Adopted July 20, 2007.

3.8. Reasonable Cause: may exist with respect to a position or with respect to an individual. As to a position, reasonable cause exists to conduct periodic criminal background checks (including yearly checks) for any employee holding a security sensitive position. As to an individual, reasonable cause exists where the known facts or circumstances about a particular employee are sufficient to warrant a person of reasonable prudence in the belief that the employee poses an unreasonable risk to persons or property and/or a history or report of a crime will be found.

3.9. Security Sensitive Positions: positions designated by an institution as security sensitive whose duties require, provide for, or encompass the potential to incur human, financial or property loss or other harm to the institution and its constituents. Besides institution wide designations of security sensitive positions, individual departments may be subject to additional restrictions, requirements, laws or regulations. A security sensitive position includes at least one of the following elements:

3.9.1. access to children, including child care in a child care center, or to diminished capacity adults;

3.9.2. relationships with students where exceptional trust and responsibility are involved, such as counselors, health care providers, coaches, and residence hall personnel;

3.9.3. responsibility for providing direct medical care, treatment, or counseling and/or access to pharmaceuticals, toxins, hazardous or controlled substances;

3.9.4. direct access to laboratory materials and other property that have the potential of being diverted from their proper use either for financial gain or for harmful, dangerous or illegal purposes;

3.9.5. decision making authority for committing institutional funds or financial resources through contracts and commitments and/or direct access to or responsibility for handling cash, checks, credit/debit cards or cash equivalents, institutional property, disbursements or receipts;

3.9.6. access to building and residence hall master control and key systems;

3.9.7. access to confidential information or sensitive personal information such as employment, health, donor, financial and other records, including data that could facilitate identity theft;

3.9.8. access to and responsibility for the maintenance, upgrading, and repair of the institution's computer networks and/or information technology systems; or

3.9.9. responsibility for police, security, guard forces, or other significant health or safety issues.

3.10. Significant Contact with Minors: an employee position involves significant contact with minor persons if there is a reasonable expectation that in the course of the normal, routine responsibilities of the position, the employee and a minor would interact on a one-on-one basis. For example, teachers with office hour consultations, mentors, counselors, test center employees, coaches, and advisors could all reasonably expect to interact one-on-one with students as a normal, routine part of their work and hence would have "significant contact" with one or more minor persons during the course of their employment.

R847-4. Policy

4.1. Required Background Checks for Applicants: An applicant for any employee position at an institution that involves significant contact with minors or is considered to be security sensitive by the institution's president or his/her designee, must submit to a criminal background check as a condition of

employment. The president or his/her designee may exempt applicants for adjunct faculty, temporary, or part time positions, from this requirement. The president or his/her designee may require such exempted employees to self disclose any criminal background and to sign an agreement to conform to institutional rules on sexual harassment and information, financial, health, and physical security.

4.2. Optional Background Checks for Applicants: A president or his/her designee may require applicants for positions other than those described in Section 4.1, including adjunct faculty, temporary or part time positions, to submit to a criminal background check as a condition of employment.

4.3. Background Checks for Existing Employees: An existing employee must submit to a criminal background check, where the institution's president or his/her designee finds that reasonable cause exists.

4.4. Written Release of Information: An institution shall obtain a written and signed release of information for a criminal background check from an applicant required by institutional policy to submit to a criminal background check. An institution shall request a written and signed release of information for a criminal background check from an existing employee when the institution's president or his/her designee finds that reasonable cause exists .

4.5. Notice a Background Check has been Requested: If an existing employee does not provide a written and signed release as requested pursuant to Section 4.4, the employee shall receive written notice that the background check has been requested.

4.6. Fingerprint Check: An institution may require each applicant or employee subject to a criminal background check under this section to be fingerprinted and consent to a fingerprint background check by the Utah Bureau of Criminal Identification, the Federal Bureau of Investigation or another government or commercial entity.

4.6.1. Institutions may request the Utah Bureau of Criminal Identification to conduct fingerprint background checks of prospective employees and, where reasonable cause exists, existing employees pursuant to board policy.

4.6.2. At the request of an institution, the Utah Bureau of Criminal Identification is directed by Utah Code Section 53B-1-110 to release the individual's full record of criminal convictions to the authorized institutional administrator requesting the information and is also directed to seek additional information from regional or national criminal data files in responding to inquiries under Utah Code Section 53B-1-110.

4.6.3. Utah Code Section 53B-1-110 provides that information received by the Utah Bureau of Criminal Identification from entities other than agencies or political subdivisions of the state may not be released to a private entity unless the release is permissible under applicable laws or regulations of the entity providing the information.

4.6.4. Except as provided in Section 4.8, an institution shall pay the actual cost of fingerprint background checks incurred by the Utah Bureau of Criminal Identification, and the moneys collected shall be credited to the Utah Bureau of Criminal Identification to offset its expenses in conducting the checks.

4.7. Consumer-reporting Agency Criminal Background Check: A president or his/her designee may determine to use a consumer-reporting agency to conduct a criminal background check instead of the fingerprint background check process provided in Section 4.6.

4.7.1. At a minimum, the consumer-reporting agency must conduct an investigation to verify the applicant or employee's social security number, obtain information regarding past employment, and search the individual's criminal background nationwide in the individual's counties of residence for the last seven years.

4.8. **Payment of Costs:** A president or his/her designee may require an applicant to pay the costs of a criminal background check as a condition of employment.

4.9. **Risk Assessment:** Based on the convictions disclosed by the criminal background check, an institution will assess the overall risk to persons and property. That risk assessment will include: (1) the number of crimes committed, (2) the severity of those crimes, (3) the length of time since they were committed, (4) the likelihood of recidivism, (5) the security sensitivity of the position sought by the applicant or held by the existing employee, and (6) other factors that may be relevant. The institution may determine that an individual with a criminal history should be considered eligible to obtain or retain the position, or that additional documentation should be required.

4.10. **Opportunity to Respond:** Before an applicant is denied employment or an employee is subjected to an adverse employment action based on information obtained in a background check, the applicant or employee shall receive a copy of the report, written notice of the reasons for denial or the adverse action, a written description of his/her rights under the Fair Credit Reporting Act, and shall have an opportunity to respond to the reasons and any information received as a result of the background check. If an applicant or employee disagrees with the accuracy of any information in the report and notifies the human resources office of the institution within three business days of his/her receipt of the report, the institution shall provide a reasonable opportunity to address the information contained in the report.

4.11. **Financial/Credit Check:** If an applicant is applying for, or an employee holds, a security sensitive position with access to sensitive personal information or financial responsibilities over the funds of the institution or others, a president or his/her designee may require an additional financial/credit check to be performed.

4.12. **Degree Transcripts or License Documentation:** If a position requires a degree or license, an institution may obtain a copy of the applicant's degree transcripts or license documentation.

4.13. **Student Loan Status:** If an applicant or employee has a student loan, an institution may check on the loan status. The institution may deny employment or take adverse employment action if the applicant or employee has a delinquent or defaulted student loan.

4.14. **Limitations on the Use of Information:** The information contained in a background check will be available only to those persons involved in making employment decisions or performing the background investigation, and the information will be used only for the purpose of making an employment or promotion decision.

4.15. **Concurrent Enrollment Faculty:** Higher education employees, whether full-time or adjunct faculty, who are concurrent enrollment instructors with unsupervised access to K-12 students shall complete a criminal background check consistent with Utah Code §53A-3-410. The institution employing a concurrent enrollment instructor who is also a higher education employee shall have responsibility to determine the need for the criminal background check consistent with the law, shall satisfy this requirement, and shall maintain appropriate documentation. (See Policy and Procedures R165, Concurrent Enrollment)

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Series 2015B General Revenue and Refunding Bond

Issue

The University of Utah wishes to inform the Board about an upcoming Revenue Bond Issue for which prior Regent approval has already been secured.

Background

The total issue is expected to be up to \$92 million if interest rates remain at current levels and will include the following components:

- Health Sciences Parking Project - \$19.98 million
- Infrastructure Project - \$14 million
- Pay down of Series 2013B Taxable Commercial Paper - \$8.26 million
- Refunding of "Prior Lien Bonds" where savings opportunities may exist - up to \$50 million

All components of the issue were approved by the Board's March 29, 2013 approving resolution that initiated the General Revenue Bond System (GRB) intended to ultimately replace the University's tripartite systems (Auxiliary & Campus Facilities, Research Facilities, and Hospital Facilities). The bond issue is expected to be priced in mid to late April and closed sometime in May.

Additional details about each of the components are provided in the attached letter from the University. In addition to University officials, Kelly Murdock, Financial Advisor with RBC Capital, and Blake Wade, Bond Counsel with Ballard Spahr will be present at the meeting to provide additional information and respond to questions from the Board as needed.

Commissioner's Recommendation

This is an information item; no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

March 6, 2015

Mr. David Buhler
Associate Commissioner, Utah System of Higher Education
Board of Regents Building
The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler:

The purpose of this letter is to serve as a no-action information item relating to an upcoming bond transaction of the University of Utah where prior Regent approval for several transactions has already been secured.

The University currently has two new money projects and potentially several refunding opportunities—all previously approved by the Board of Regents—which are proposed to be included in an upcoming “Series 2015B General Revenue and Refunding Bond” transaction. The two new money projects are:

- Health Sciences Parking Project: \$19.98 million (20-year amortization). This project was approved by the Regents at their May 16, 2014 meeting.
- Infrastructure Project (final financing piece): \$14 million (10-year amortization). This project was also approved by the Regents at their May 16, 2014 meeting.

The refunding components of the bond issue may include:

- Pay down of approximately \$8.26 million of Series 2013B Taxable Commercial Paper from proceeds of a current refunding of callable Series 2005A Hospital Revenue Refunding Bonds (the “Series 2005A Bonds”);
- Refunding of additional “Prior Lien Bonds” of the University where savings opportunities may exist. The exact par amount of this refunding component is currently unknown; however, it could reach \$50 million if interest rates remain at current levels. For each of these Prior Lien Refundings, the University is operating under a comprehensive refunding approval the Regents initially provided in March of 2013, which was extended again in May of 2014 and is set to expire in July of 2015, unless further extended.

The University expects to price the Series 2015B Bonds in mid to late April and close the transaction sometime in May.

Details of these issues are as follows:

Health Sciences Parking Project - The University received bonding authorization of \$19.98 million for this project during the 2012 Legislative Session. This parking facility is planned to be built in the south Health Sciences campus and is planned for 800-1,000 stalls. Repayment of debt service on the bonds will be internally covered from net parking revenues generated from this and other University parking facilities.

Infrastructure Project - This \$99 million legislatively approved project is currently underway. It includes the replacement and upgrade of the distribution systems for campus electricity (including substations) and high temperature water (distribution of heat from a central plant).

A total of \$35 million of state funding was provided for the project in FY2013 with another \$7.5 million of capital improvement funds authorized in FY2014. During the 2014 legislative session, an agreement was also reached between the Legislature and the University regarding the balance of funding needed to complete the project. House Bill 9 authorized the issuance of bonds by the Utah Board of Regents, on behalf of the University, in the amount of \$32 million, and in a separate authorization the Legislature authorized the use of capital improvement funds over multiple years to fund the balance of the project's cost. Based on this agreement, the State Building Board has allocated \$13.5 million of capital improvement funds for FY2015 with the intent of allocating the remaining balance of \$11 million in FY2016.

Of the \$32 million that was authorized for bonding by House Bill 9, \$18 million was issued by the University as part of its Series 2014B General Revenue Bond issue with the remaining \$14 million contemplated as part of the proposed 2015 B Bonds' issuance.

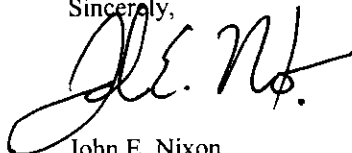
Pay down of Series 2013B Taxable Commercial Paper and Current Refunding of Series 2005A Hospital Revenue Refunding Bonds - In July of 2013, the Regents issued, on behalf of the University, \$100 million of Taxable Commercial Paper ("CP"). A portion of the proceeds of that issue refunded \$16,945,000 of principal then outstanding on the University's Series 2005A Hospital Bonds, \$8.26 million of which is now eligible for a current refunding on a tax-exempt basis. The call date for the Series 2005A Hospital Bonds is August 1, 2015. The University has decided to pursue a tax-exempt, fixed-rate refunding of the Series 2005A Bonds and use the proceeds to pay down a like portion of its outstanding Taxable CP.

The University conducted a similar refunding for certain of its Series 2005A Auxiliary and Campus Facilities ("ACFS") Refunding Revenue Bonds as part of its recent Series 2015A General Revenue and Refunding Bond issue.

Refunding of Additional Outstanding 'Prior Lien' Revenue Bonds - The University is continually looking for market opportunities to refund—primarily for savings purposes—all or portions of its outstanding 'Prior Lien Bonds' which are defined as bonds currently outstanding in the following three systems: 1) Auxiliary and Campus Facilities; 2) Hospital Revenue Bond; and 3) Research Facilities Revenue Bond. Following an updated general plan of finance, which was articulated in 2013, as Prior Lien Bonds become refunding candidates, the University will refund them into its new General Revenue Bond ("GRB") system having closed the lien on each of the Prior Lien Bond indentures.

Given interest rates in today's municipal market, the University has updated its review of refunding candidates that may exist among these outstanding Prior Lien Bonds and which the University should strongly consider as part of its proposed Series 2015B General Revenue and Refunding Bond issue.

Sincerely,

A handwritten signature in black ink, appearing to read "J.E. Nixon", with a stylized flourish at the end.

John E. Nixon

Sr. Chief Administrative Officer & CFO

cc: David W. Pershing, President
Dr. Gregory Stauffer
Arnold B. Combe
Ralph Hardy
Kelly Murdock
Blake Wade
Robert Muir

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Series 2015 Student Facilities System Revenue Refunding Bonds

Issue

On February 12, 2015 Weber State University (WSU) sold revenue bonds to refund its Series 2005 Student Facilities System Revenue Bonds. The sale was closed on February 24, 2015.

Background

The issue of these bonds was approved by the Regents on January 23, 2015. The following is a brief summary of the results.

- | | |
|-----------------------------|--------------|
| • Bond Issue Par Amount | \$18,135,000 |
| • All-in True Interest Cost | 2.56% |
| • NPV Savings Amount | \$2,630,513 |
| • NPV Savings Percentage | 13.77% |

The \$3,898,085 total cash flow savings related to the refinancing enabled WSU to eliminate both of the 2031 and 2032 principal payments of the bonds and also to reduce the 2030 principal payment by almost half. Additional details regarding the bond issue are provided in the attached Financing Summary with the "Final Pricing Results" highlighted with red type face. A summary of the [competitive sale] bid results is also attached.

Commissioner's Recommendation

This is an information item only; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

Weber State University
Student Building Fee Revenue Refunding Bonds, Series 2015
Preliminary Summary Sheet

Proposed Issue: Student Facilities System Revenue Refunding Bonds
Total Approximate Issue Size: \$18,165,000 (\$18,135,000 final par amount. Please see the following page for a summary of the bid results)

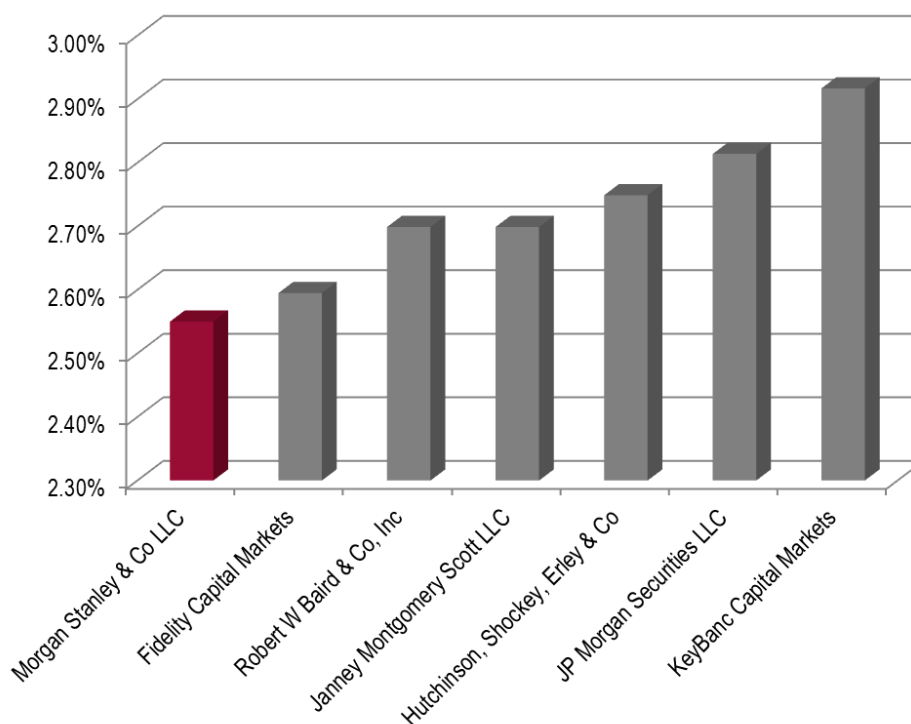
Use of Funds: To generate debt service savings by refunding the previously issued Series 2005 Student Facilities System Revenue Bonds; satisfy any reserve fund requirements; and pay associated costs of issuance.

Detail of Proposed Series 2015 Bonds:

Principal Amount: Not to exceed \$20,000,000 (\$18,135,000)
Interest Rate: Not to exceed 5% (max coupon of 5% and True Interest Cost of 2.56%)
Maturity Date: Not to exceed 18 years (15.2 years)
Aggregate Discount: Not to exceed 2% (premium bid of 108.9%)
Underwriter's Discount: Not to exceed 2% (0.808%)
Bond Rating: AA from S&P (AA rating confirmed)
Source of Repayment: Student Facilities System Revenues

Timetable Considerations: The Series 2005 Bonds are “callable” and can be paid off beginning October 1, 2015. In advance of that date, the bonds can be paid off or “called” using a one-time advanced refunding. Provided that the Regents grant authorization at their January 23, 2015 meeting, and that the savings generated by issuing the Series 2013 Bonds continues to exceed the level of 7% of debt service (total NPV savings were 13.77%), the University anticipates selling bonds via a competitive sale on or around February 12, and closing the transaction on February 24.

The total cash flow savings related to the refinancing were \$3,898,085, which enabled the University to eliminate both the 2031 and 2032 principal payments of the bonds, and also reduce the 2030 principal payment by almost half.



Bid Comparison

Par Amount: \$18,135,000 S&P rating: "AA" (AGM Insured)
 Closing Date: February 24, 2015 Final Maturity Date: April 1, 2030

Underwriters	TIC Bid	% Difference from Winning Bid	NPV Savings %	NPV Savings \$	Difference from Winning Bid
Morgan Stanley & Co LLC	2.550%	-	13.772%	\$ 2,630,513	\$ -
Fidelity Capital Markets	2.595%	0.045%	13.400%	\$ 2,559,889	\$ 76,421
Robert W Baird & Co, Inc	2.699%	0.149%	12.470%	\$ 2,380,767	\$ 255,543
Janney Montgomery Scott LLC	2.699%	0.149%	12.470%	\$ 2,380,767	\$ 255,543
Hutchinson Shockey Erley & Co LLC	2.749%	0.199%	12.000%	\$ 2,298,128	\$ 338,182
JP Morgan Securities LLC	2.814%	0.264%	11.500%	\$ 2,189,595	\$ 446,715
KeyBanc Capital Markets	2.917%	0.367%	10.600%	\$ 2,028,619	\$ 610,691

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE - Spring 2015 Third- Week Enrollment Report

Spring 2015 third-week enrollment data indicates a very slight uptick in enrollments for the Utah System of Higher Education, with six of the eight USHE institutions experiencing enrollment growth when compared to the 2014 Spring Semester.

Snow College experienced the greatest overall percentage increase in both total headcount (7.64%) and total full-time equivalent, or FTE, enrollments (7.90%). Utah Valley University reported the greatest actual headcount growth by adding 685 students and Utah State University added the most total FTE students, reporting an additional 765.3 FTE. With improvements to Utah's economy come improved options for immediate employment, and this changing scenario has impacted the enrollments for SLCC, due to its unique institutional mission that ties it so closely to current economic conditions

Total and budget-related headcounts and FTE numbers for each institution are included in the following attachments (budget-related are enrollments eligible for state funding). Also included in the attachments are USHE headcounts summarized by gender and ethnicity.

Commissioner's Recommendation

This item is for information only; no action required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/JAC
Attachment

Utah System of Higher Education

Spring 2015 3rd Week Headcount Enrollment Report

TOTAL HEADCOUNT (Budget Related & Self Support)	2014	2015	CHANGE #	CHANGE %
UU	30,466	30,281	(185)	-0.61%
USU	25,361	25,441	80	0.32%
WSU	21,348	21,464	116	0.54%
SUU	7,085	7,491	406	5.73%
SNOW	3,703	3,986	283	7.64%
DSU	7,425	7,532	107	1.44%
UVU	26,248	26,933	685	2.61%
SLCC	27,992	26,852	(1,140)	-4.07%
USHE	149,628	149,980	352	0.24%

* Headcount can reflect multiple students attending multiple institutions

BUDGET RELATED HEADCOUNT	2014	2015	CHANGE #	CHANGE %
UU	29,958	29,738	(220)	-0.73%
USU	23,179	23,472	293	1.26%
WSU	18,066	17,261	(805)	-4.46%
SUU	6,189	6,357	168	2.71%
SNOW	3,590	3,834	244	6.80%
DSU	7,174	7,098	(76)	-1.06%
UVU	23,155	23,744	589	2.54%
SLCC	24,953	23,656	(1,297)	-5.20%
USHE	136,264	135,160	(1,104)	-0.81%

Notes: Source for "Prior" year and "Current" headcount information from USHE Data Warehouse

Utah System of Higher Education

Spring 2015 3rd Week FTE Student Enrollment Report

TOTAL FTE (Budget Related & Self Support)	2014	2015	CHANGE #	CHANGE %
UU	25,289.8	25,276.1	(13.7)	-0.05%
USU	18,263.6	19,028.9	765.3	4.19%
WSU	13,832.4	13,916.9	84.5	0.61%
SUU	5,868.0	5,896.3	28.2	0.48%
SNOW	2,919.8	3,150.3	230.5	7.90%
DSU	5,639.8	5,737.9	98.1	1.74%
UVU	18,431.4	18,950.2	518.9	2.82%
SLCC	15,531.7	14,687.8	(843.9)	-5.43%
USHE	105,776.5	106,644.5	868.0	0.82%

BUDGET RELATED FTE	2014	2015	CHANGE #	CHANGE %
UU	25,115.1	25,081.2	(33.9)	-0.13%
USU	17,395.7	18,113.0	717.4	4.12%
WSU	12,399.5	12,289.3	(110.1)	-0.89%
SUU	5,426.0	5,586.3	160.4	2.96%
SNOW	2,882.7	3,095.0	212.3	7.37%
DSU	5,502.5	5,502.0	(0.5)	-0.01%
UVU	16,887.4	17,447.3	560.0	3.32%
SLCC	14,362.7	13,487.4	(875.3)	-6.09%
USHE	99,971.4	100,601.6	630.2	0.63%

Notes: Rounding Error - FTEs are calculated then rounded to the nearest one

Utah System of Higher Education

Spring 2015 3rd Week USHE Total Headcount by Gender

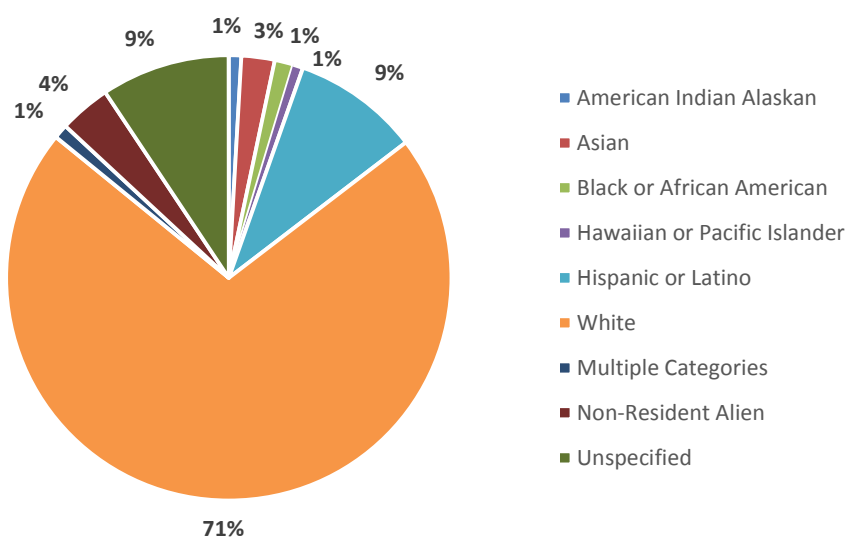
GENDER	2014	2015	CHANGE #	CHANGE %
Female	73,347	74,435	1,088	1.48%
Male	76,281	75,545	(736)	-0.96%
Total	149,628	149,980	352	0.24%

Utah System of Higher Education

Spring 2015 3rd Week USHE Total Headcount by Ethnicity*

Ethnicity	2014	2015	CHANGE #	CHANGE %
American Indian Alaskan	1,390	1,353	(37)	-2.7%
Asian	3,547	3,623	76	2.1%
Black or African American	1,995	2,041	46	2.3%
Hawaiian or Pacific Islander	1,096	1,087	(9)	-0.8%
Hispanic or Latino	12,897	13,818	921	7.1%
White	107,937	106,885	(1,052)	-1.0%
Multiple Categories	1,456	1,553	97	6.7%
Non-Resident Alien	5,719	5,609	(110)	-1.9%
Unspecified	13,591	14,011	420	3.1%
Total	149,628	149,980	352	0.24%

*Adjustments have been made to prior year data to correct non-resident alien counts to match students who have a non-resident visa record



March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE - Fall 2014 End-of-Term Enrollment Report

End-of-term enrollment data represents the number of students who complete coursework over the course of a semester, and therefore provides a somewhat different metric than the third-week enrollment reports which focus on providing a snap-shot of enrollments at the third-week census date.

Fall 2014 end-of-term data would indicate the third-week census data understates enrollments at USHE institutions in that total-headcount numbers increased by over 6,600 (4%) students by the end of the term as compared to the earlier third-week report. Likewise, total Full-Time Equivalents (FTE) grew by almost 2,000 students or an increase of 1.65% when compared to the numbers reported at third-week. These higher numbers reflect the changing nature of higher education, where differing enrollment patterns are more available to students. The result has been, for instance, more short-term intensive course offerings, second-block schedules, and the capturing of non-credit Applied Technology Enrollments not counted by the earlier census date.

While third-week reports provide an important early indicator of enrollment trends for a given academic term, it is the end-of-term enrollment numbers, which are more focused on completers and on an aggregate count, that are utilized in the various budget allocation models when the USHE determines institutional allocation percentages based on campus enrollment numbers.

Year-to-year comparison at the end-of-term mirrored the year-to-year third-week trends where USHE institutions reported a slight decrease in enrollments in 2014 when compared to 2013 end-of-term numbers. Reported differences in total headcount and FTE for USHE were computed at less than 1% for both measures.

Fall 2014 end-of-term data by institution with comparisons to third-week and 2013 end-of-term data are available in the attachments along with data comparing end-of-term gender and ethnicity headcounts for the fall semesters of 2013 and 2014.

Commissioner's Recommendation

This item is for information only; no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/JAC
Attachment

Utah System of Higher Education

Fall 2014 Headcount Enrollment Report

TOTAL HEADCOUNT (Budget Related & Self Support)	Third week	End-of- Term	CHANGE #	CHANGE %
University of Utah	31,515	32,003	488	1.55%
Utah State University*	27,662	28,707	1,045	3.78%
Weber State University	26,266	26,913	647	2.46%
Southern Utah University	7,656	8,200	544	7.11%
Snow College	4,779	4,805	26	0.54%
Dixie State University	8,570	8,342	(228)	-2.66%
Utah Valley University	31,332	31,589	257	0.82%
Salt Lake Community College*	29,537	33,451	3,914	13.25%
USHE	167,317	174,010	6,693	4.00%

Utah System of Higher Education

Fall 2014 FTE Student Enrollment Report

TOTAL FTE (Budget Related & Self Support)	Third Week	End-of- Term	CHANGE #	CHANGE %
University of Utah	26,742.2	27,015.4	273.1	1.02%
Utah State University*	20,889.5	21,285.9	396.4	1.90%
Weber State University	15,988.7	16,133.3	144.6	0.90%
Southern Utah University	6,150.0	6,277.3	127.3	2.07%
Snow College	3,746.2	3,776.5	30.3	0.81%
Dixie State University	6,404.5	6,317.5	(87.0)	-1.36%
Utah Valley University	21,335.4	21,402.0	66.7	0.31%
Salt Lake Community College*	15,932.5	16,909.1	976.7	6.13%
USHE	117,189.0	119,117.0	1,928.1	1.65%

**End-of-Term Data includes enrollments at the SLCC- School of Applied Technology and USUE – Division of Workforce Education that are not captured or part of the third-week census data.*

Utah System of Higher Education

Fall 2014 End-of-Term Headcount Enrollment Report

TOTAL HEADCOUNT (Budget Related & Self Support)	2013	2014	CHANGE #	CHANGE %
University of Utah	32,767	32,003	(764)	-2.33%
Utah State University	28,698	28,707	9	0.03%
Weber State University	25,886	26,913	1,027	3.97%
Southern Utah University	8,227	8,200	(27)	-0.33%
Snow College	4,581	4,805	224	4.89%
Dixie State University	8,147	8,342	195	2.39%
Utah Valley University	30,880	31,589	709	2.30%
Salt Lake Community College	35,070	33,451	(1,619)	-4.62%
USHE	174,256	174,010	(246)	-0.14%

* Headcount can reflect multiple students attending multiple institutions

BUDGET RELATED HEADCOUNT	2013	2014	CHANGE #	CHANGE %
University of Utah	31,799	31,128	(671)	-2.11%
Utah State University	25,160	25,329	169	0.67%
Weber State University	19,515	18,496	(1,019)	-5.22%
Southern Utah University	6,641	6,507	(134)	-2.02%
Snow College	4,095	4,212	117	2.86%
Dixie State University	7,598	7,569	(29)	-0.38%
Utah Valley University	24,633	25,080	447	1.81%
Salt Lake Community College	26,370	25,064	(1,306)	-4.95%
USHE	145,811	143,385	(2,426)	-1.66%

Notes: Source for headcount information from USHE Data Warehouse

Utah System of Higher Education

Fall End-of-Term FTE Student Enrollment Report

TOTAL FTE (Budget Related & Self Support)	2013	2014	CHANGE #	CHANGE %
University of Utah	27,313.6	27,015.4	(298.2)	-1.09%
Utah State University	20,674.2	21,285.9	611.7	2.96%
Weber State University	15,742.2	16,133.3	391.1	2.48%
Southern Utah University	6,330.7	6,277.3	(53.4)	-0.84%
Snow College	3,529.6	3,776.5	246.9	7.00%
Dixie State University	6,175.5	6,317.5	142.0	2.30%
Utah Valley University	20,779.7	21,402.0	622.3	2.99%
Salt Lake Community College	17,675.6	16,909.1	(766.4)	-4.34%
USHE	118,221.0	119,117.0	896.0	0.76%

BUDGET RELATED FTE	2013	2014	CHANGE #	CHANGE %
University of Utah	26,855.3	26,538.5	(316.8)	-1.18%
Utah State University	18,903.8	19,423.5	519.8	2.75%
Weber State University	13,159.8	13,060.2	(99.6)	-0.76%
Southern Utah University	5,830.8	5,787.7	(43.0)	-0.74%
Snow College	3,280.2	3,465.9	185.7	5.66%
Dixie State University	5,934.9	5,962.6	27.7	0.47%
Utah Valley University	18,000.6	18,617.4	616.8	3.43%
Salt Lake Community College	14,897.4	14,249.7	(647.7)	-4.35%
USHE	106,862.8	107,105.6	242.8	0.23%

Notes: Rounding Error - FTEs are calculated then rounded to the nearest one

Utah System of Higher Education

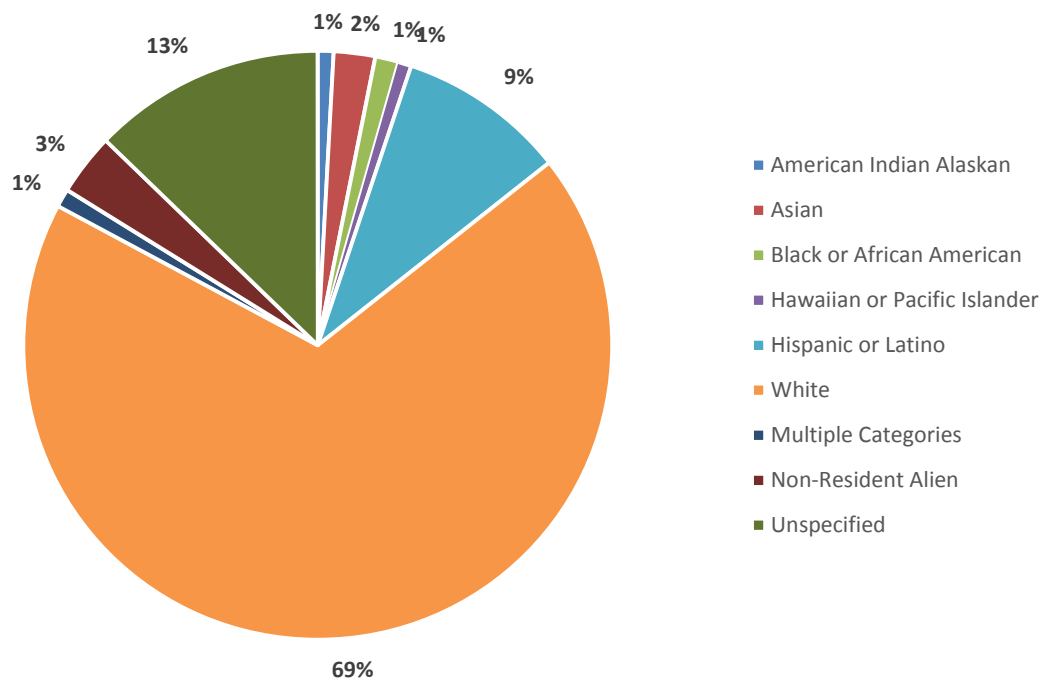
Fall 2014 End-of-Term USHE Total Headcount by Gender

GENDER	2013	2014	CHANGE #	CHANGE %
Female	86,615	86,654	39	0.05%
Male	87,641	87,356	(285)	-0.33%
Total	174,256	174,010	(246)	-0.14%

Utah System of Higher Education

Fall 2014 End-of-Term USHE Total Headcount by Ethnicity

Ethnicity	2013	2014	CHANGE #	CHANGE %
American Indian Alaskan	1,658	1,504	(154)	-9.3%
Asian	3,864	3,965	101	2.6%
Black or African American	2,253	2,225	(28)	-1.2%
Hawaiian or Pacific Islander	1,262	1,253	(9)	-0.7%
Hispanic or Latino	15,151	16,067	916	6.0%
White	121,113	119,113	(2,000)	-1.7%
Multiple Categories	1,622	1,747	125	7.7%
Non-Resident Alien	5,990	5,910	(80)	-1.3%
Unspecified	21,343	22,226	883	4.1%
Total	174,256	174,010	(246)	-0.14%



March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Money Management Report for the Fiscal Year Ending June 30, 2014

Issue

Pursuant to *Utah Code 51-7-13(3)(a)(c)*, *Utah Code 51-8-303(6)*, and Board of Regents policy R541, the State Board of Regents shall receive from each institution monthly, and annually, reports detailing the deposit and investment of funds in its custody or control, and submit annually to the Governor and the Legislature a summary report of all investments by institution under its jurisdiction. This report is compiled and summarized from the investment reports submitted by the institutions and meets the requirements of the statutes.

On a monthly and annual basis each institution prepares investment reports that are reviewed and approved by the Treasurer of the Institution attesting to the compliance to the Uniform Prudent Management of Institutional Funds Act (UPMIFA), the State Money Management Act, and submitted for approval to each of the Institution's Board of Trustees (the responsibility for approving these reports has been delegated by the Board of Regents).

The annual report is also reviewed by the internal auditor(s) of each institution to verify compliance with state statutes, regent's policy, institutional policy, federal regulation, strength of controls, and to certify the completeness and accuracy of the reports. The attached tables and graphs are a summary of what was approved by each institution and demonstrate the relative size of institutional investments and the asset allocations in place at each school. This report is presented to the Board of Regents as an information item prior to being submitted to the Governor and Legislature.

Background

In order to provide the required audited reports to the Governor and the Legislature, this report is prepared after the state auditors complete their annual audit with the institutions. The investment figures used in this report tie to the audited "Statement of Net Assets" found in the financial statements for each institution. While that impacts the timeliness of this annual report, monthly reports are reviewed by institutional Trustees and the Office of the Commissioner each month.

The reports show the total USHE investments by category, based on the specific governing regulations. These categories are: (1) Endowments - governed by UPMIFA and regents policy R541. (2) Foundations - governed by a Foundation Board of Trustees/Directors operating under the requirements of non-profit

501(c)(3)s. (3) Other Funds - all funds not endowment or foundation operating under the guidelines and requirements of Utah Code 51-7, and Utah Money Management Act. These funds are required to be invested in a qualified depository.

The attached tables and graphs show the funds invested by category, class, and institution. Page 1 displays a summary of USHE investments and trends in the total value of all fund's invested by each institution over the previous three year period, page 2 displays Endowment funds, pages 3 Foundation funds, and page 4 Other funds.

Additional Information

In response to past Regents' questions, the Commissioner's staff has worked with USHE controllers in providing additional information regarding the oversight and review of the investment process, including asset allocation, compliance with laws and regulations, return on assets, and risk management. The following has been provided by the institutions describing their processes and procedures for evaluating the performance of their respective investments, as well as the various benchmarks that are used in the evaluation process, including notes describing the use of outside industry professionals to assist in the management of institutional investments.

Oversight and Review

The responsibility for oversight, management and reporting of assets invested, including the management of the portfolio, selection of investment products, and investiture/divestiture decisions have been delegated by the Board of Regents to an institution's Board of Trustees. To assist in this work, the institutions have given operational responsibility for this oversight to investment committees. These committees vary by campus, but may include trustees, institutional officers, designated treasurers, institution employees, members of the business community, and investment professionals. The various committees evaluate their respective investments relative to returns, risk mitigation, institutional needs, reasonableness, effectiveness, overall position, prudence, and management cost, while maintaining compliance with statutes, policies, authorities, and regulations. Reports of the positions, instruments, and balances are produced on a monthly and a quarterly basis by the designated treasurer, approved by committees, and presented to the institutional President and Board of Trustees for review and approval.

Performance Measurement

Institutional use of outside professionals varies amongst institutions. In some cases, they are utilized to directly manage pieces of investment portfolios, and may include Commonfund, Wells Fargo, LCG Associates, Albourne America, and Strata Financial Services. In other cases, individuals who are recognized as investment professionals may sit on the investment committees.

Industry standard benchmarks are used by the various institutions to measure the return on their investments, allocation of assets, and risk level. These may include S&P 500, Russell 3000, Morgan Stanley (MSCI) for equity funds, UBS index, Barclays Capital Index, London Interbank Offered Rate (LIBOR), and peer group comparisons. Several institutions participate in a national survey by NACUBO – Commonfund Study of Endowments (which includes all major colleges and universities in the U.S.). The results of this annual study are a key indicator of how their investment practices and results compare to other major universities. The NACUBO study also provides insights into current investment trends and

ways to improve overall results. Dixie State University has chosen to place the bulk of their investments with the University of Utah, thus getting the benefit of all the investment strategies the University of Utah has access to, as well as professionals on staff.

Foundations

The Foundations are governed in a similar manner, having a board and committee that oversee and direct the investments of each foundation. The foundations are subject to federal regulations. In the case of Dixie State University and Utah Valley University, their foundations are completely separate entities from the institutions. Dixie State University does not maintain any institutional investments within their foundation. Snow College does not have a foundation.

Utah State University's foundation is considered to be a part of the university or "dependent foundation", which is dedicated to maximizing support from private donations. As such, foundation funds are invested as part of the university endowment according to current university guidelines, oversight protocols, performance evaluation standards, and according to the same investment policies as all other university funds.

Commissioner's Recommendation

This is an information item only; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS/MWM
Attachment

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE - Capital Facilities Update for 2015-16

The 2015 State Legislature funded Capital Development Projects totaling \$83,437,000 for USHE institutions. They also provided \$111,942,100 of statewide Capital Improvement Funding and authorized seven USHE non-state funded projects totaling \$157,700,000. These project approvals are broken down into the following categories:

1. Capital Development Project Funding - The Legislature chose to not issue any General Obligation bonds and as a result, all capital development funding was provided from appropriated funds. The \$83,187,000 amount funded is \$12,713,000 less than the \$95,900,000 amount funded a year ago. The following USHE capital projects were funded:

• Snow - New Science Building	\$19,937,000	Construction
• UU - Crocker Science Center	34,000,000	Construction
• UU - Huntsman Cancer Institute	9,500,000	Construction
• USU - Clinical Services Building	10,000,000	Construction
• SLCC - CTE Learning Resource/Classroom Bldg.	3,000,000	Design
• DSU - University Plaza Land Bank Purchase	3,000,000	Purchase
• USU - Botanical Center Infrastructure	1,250,000	Construction
• WSU - Browning Center Seating	1,000,000	Replacement
• UVU - Student Activity Center Seating	1,500,000	Construction
• SLCC - Sound-barrier Fencing	250,000	Construction
Total	\$83,437,000	

The UU Huntsman Cancer Institute (HCI) funding request was presented directly to the Building Board and did not go through the Regents' CDP process. The \$9,500,000 provided this year is intended to be the final amount of funding for construction of the Primary Children & Families Cancer Center that is the final phase of the Huntsman Cancer Research and Treatment Complex for which the Legislature has previously provided \$10,500,000. The Huntsman Cancer Foundation will provide \$80,000,000 of capital development funding for the project.

The USU Botanical Center Project, WSU Browning Center Seating, UVU Student Activity Center (expansion to provide seating for athletics, students, and community gatherings), and SLCC Fencing funding requests did not go through either the Regents or the State Building Board, but

were presented directly to the Infrastructure and General Government (IGG) Appropriations Subcommittee of the Legislature.

The Legislature also adopted two "intent" language statements that apply to USHE. The intent in Senate Bill 2 pertains to state-funded projects that include other-funds as part of the funding package. For such projects, the legislature expressed its intent that none of the FY 2016 state appropriated funds be expended until the Building Board certifies that it has "credible evidence" that the other funds are actually available.

Senate Bill 3 states that institutions of higher education may use donated or institutional funds for planning and design of proposed capital developments, with the provision that this did not signify that the Building Board or the Legislature would provide a higher prioritization for such projects in the future.

Please refer to Attachment A for a listing of all capital development projects funded by the Legislature this year.

2. Capital Improvement Funding (CI) - The total amount provided statewide by this year's Legislature is \$111,942,100, an increase of \$11,698,500 over last year. This is 1.1% of the current replacement value (CRV) of state buildings and infrastructure and is the second consecutive year that funding has been provided at the statutorily required amount.

Last year the funding package was comprised of \$46,777,300 of base budget funding and \$53,466,300 of one time funding for a total of \$100,243,600. This year the Legislature increased the base budget by \$64,769,600 to fulfil the statutory requirement of \$111,546,900 entirely with base budget funds. \$395,200 of one-time funding was also provided as a supplemental appropriation for the current fiscal year.

Last year the statutory language for calculation of the CI funding pool was amended to add "infrastructure" to the replacement cost base for buildings. Because the study being conducted by the Division of Facilities Construction and Management (DFCM) to determine the total replacement value of this infrastructure component - for which the data provided by the USHE Utilities Infrastructure is a part - an arbitrary estimate of 10% of the current replacement value (CRV) of buildings was used this year. The amount determined by this DFCM study is expected to replace the 10% estimate in subsequent years.

Implementation of this statutory change is a positive step in dealing with the future utility infrastructure needs identified in the aforementioned USHE Utilities Infrastructure Study which, we believe, was largely responsible for creating an awareness of the need and the resulting change in the statute.

3. Other Funds Projects - Authorization was provided to plan, build, and where applicable, bond for the following non-state funded projects:

Institution	Project	Amount	Building Authorization	Bonding Authorization	Authorization to Request Future O&M Funding	
					Requested	Appropriated
UU	Orson Spencer Hall Redevelopment	\$ 60,000,000	Yes	\$ 45,000,000	\$1,049,500	\$ 1,049,500
UU	Browning Building Addition	8,200,000	Yes	n/a	199,700	199,700
USU	Fine Arts Complex Addition/Renovation	10,000,000	Yes	n/a	175,900	175,900
USU	Valley View Residence Hall Replacement	23,100,000	Yes	\$ 23,100,000	n/a	n/a
USU	Romney Stadium West-side Renovation	31,000,000	Yes	\$ 23,000,000	n/a	n/a
DSU	Student Housing Project	21,500,000	Yes	\$ 20,000,000	n/a	n/a
SLCC	Strength & Conditioning Center	3,900,000	Yes	n/a	n/a	n/a
TOTAL - Other Funds Projects		\$ 157,700,000			\$1,425,100	\$ 1,425,100

A noteworthy change in consideration of requests for state-appropriated O&M support for non-state funded projects was implemented. For the first time since the beginning of the recession in 2009, the Legislature not only authorized the use of state-appropriated funds for O&M support of qualifying non-state funded buildings, they actually advance appropriated the requested O&M amounts in the same manner as they have done for several years to fund O&M support for state-funded projects.

4. Statutory Changes - Over the last two years there have been ongoing discussions with IGG and the Building Board about the viability of the processes for evaluation and prioritization of requests for funding of new capital development requests and the existing funding mechanisms for O&M support, both ongoing support and funding for new buildings. During this session, the Co-chairs of IGG proposed new statutory language to strengthen and clarify the processes and to review and consider alternative mechanisms for determination of funding amounts. Those changes were submitted as Senate Bill 217 and adopted by the legislature. A summary of the added requirements is provided in Attachment B.

It is noteworthy that the Board of Regents is singled out as a primary collaborator to work with the Building Board in dealing with this issue, and Commissioner's Office staff were asked to assist in drafting the newly implemented statutory language.

Commissioner's Recommendation

This is an information item; no action is required.

David L Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

ATTACHMENT A

STATE FUNDED CAPITAL DEVELOPMENT PROJECTS
2015 Legislative Session

Snow College – New Science Building	\$19,937,000	Construction
Public Safety – Unified State Laboratory	39,741,500	Construction
Utah School for the Deaf & Blind – Salt Lake Center	14,500,000	Construction
UU – Huntsman Cancer Institute	9,500,000	Construction
DXATC – Permanent Campus	\$31,900,000	Construction
UU – Crocker Science Center	34,000,000	Construction
DNR – Dead Horse Point Campground	5,000,000	Construction
DNR – Great Salt Lake Nature Center	2,500,000	Construction
DHS-DJJS – Weber Valley Multi-use Center	19,630,000	Construction
USU – Clinical Services Building	10,000,000	Construction
Box Elder DPS Consolidation	2,500,000	
WSU – Browning Center Seating	1,000,000	Replacement
Goblin Valley State Park Access Road Parking	135,000	Construction
Historic Wendover Airfield	500,000	Construction
Olympic Oval Expansion	3,000,000	Construction
Olympic Park Improvement	1,000,000	Construction
Prison Relocation	80,000,000	
SLCC – Sound-barrier Fencing	250,000	Construction
DSU – University Plaza Land Bank Purchase	3,000,000	Purchase
USU – Botanical Center Infrastructure	1,250,000	Construction
UVU – Student Activity Center Seating	1,500,000	Construction
SLCC – CTE Learning Resource/Classroom Building	<u>3,000,000</u>	Design
TOTAL Capital Projects	\$283,843,500	

ATTACHMENT B

Senate Bill 217 Amendments to UCA 63A-5-104 Capital Development and Capital Improvement Process

Senate Bill 217 amended the Capital Development and Capital Improvement section of UCA 63A was sponsored by Senator Wayne Harper and representative Gage Froerer, Co-Chairs of the Infrastructure and General Government Appropriations Subcommittee (IGG). The amendments strengthen the role of the State Building Board by implementing the following requirements:

- a. Establishment of standards and requirements for reporting O&M expenditures for state-owned buildings, including standards and requirements relating to utility metering
- b. Conducting ongoing facilities maintenance audits for state-owned facilities
- c. Stipulating that the Building Board, in developing its capital development recommendations and priorities, must require each state agency, commission, department, or institution requesting funding for a project to complete a study that demonstrates the feasibility of the capital development project, including
 - i. the need for the project
 - ii. the appropriateness of the project
 - iii. the scope of the project
 - iv. any private funding for the project
 - v. the economic and community impacts of the project
- d. Completion, in collaboration with the State Board of Regents and other state institutions and agencies, of a report that proposes:
 - i. a process for tracking direct and indirect O&M costs on an individual building basis
 - ii. alternative funding mechanisms for O&M costs for state-owned and state-operated facilities that incorporate actual expenses, the purpose for which the facility is used, the age of the facility, the condition of the facility, and the location of the facility
 - iii. consideration of internal service funds, individual appropriation line items, and a formula as alternatives for determination of funding amounts
 - iv. The deadline for submission of the report to IGG and the Office of the Legislative Fiscal Analyst (LFA) is September 1, 2015

UTAH SYSTEM OF HIGHER EDUCATION
Legislative Action on Capital Facilities for 2015-16

State-funded Capital Improvements

H.B. 3	Amount funded by the 2015 Legislature	\$111,942,100 *	
H.B. 6	Capital Improvement Funds are appropriated to the State Building Board and are allocated to projects of up to \$2.5 million. USHE		
S.B. 2	typically receives 55-60 percent of these funds.		
	* Includes \$111,546,900 for FY 2016 and \$395,200 of supplemental funding for FY 2015		

State-funded Capital Development Projects

	Project	Legislative Action			Future State O&M
		Cash	GO Bond	Cumulative	
S.B. 2	Snow College - New Science Building	\$ 19,937,000		\$ 19,937,000	322,000
S.B. 2	Huntsman Cancer Research Center	9,500,000		\$ 29,437,000	1,850,000
S.B. 2	UU - Crocker Science Center	34,000,000		\$ 63,437,000	682,700
S.B. 2	USU - Clinical Services Building	10,000,000		\$ 73,437,000	630,500
S.B. 3	SLCC - CTE Learning Resource & Classroom Building	3,000,000		\$ 76,437,000	
S.B. 2	DSU - University Plaza Land Bank Purchase	3,000,000		\$ 79,437,000	
S.B. 2	USU - Botanical Center Infrastructure	1,250,000		\$ 80,687,000	
S.B. 2	WSU - Browning Center Seating	1,000,000		\$ 81,687,000	
S.B. 2	UVU - Student Activity Center	1,500,000		\$ 83,187,000	
S.B. 2	SLCC - Fencing	250,000		\$ 83,437,000	
Total - State-funded Capital Development Projets		\$ 83,437,000	0	n/a	\$ 3,485,200

Other Funds Projects

	Project	Funding Source	Legislative Action			
			Approved Amount	Bonding Approval	State O&M Requested	Future State O&M
S.B. 9	UU - Browning Building Addition	Donated Funds	\$ 8,200,000	n/a	\$ 199,700	\$ 199,700
S.B. 9	UU - Orson Spencer Hall Redevelopment	Donations/Bonding	60,000,000	\$ 45,000,000	1,049,500	1,049,500
S.B. 9	USU - Fine Arts Complex Addition/Renovation	Donations/Bonding	10,000,000	n/a	175,000	175,000
S.B. 9	USU - Valley View Residence Hall Replacement	Bonding	23,100,000	23,100,000	n/a	n/a
S.B. 9	USU - Romney Stadium West Side Renovation	Donations/Bonding	31,000,000	23,000,000	n/a	n/a
S.B. 9	DSU - Student Housing Project	Bonding	21,500,000	20,000,000	n/a	n/a
S.B. 9	SLCC - South City Campus Strength & Conditioning Center	Bond Reserves	3,900,000	n/a	n/a	n/a
Total - Other Funds Projects			\$ 157,700,000	\$ 111,100,000	\$ 1,424,200	\$ 1,424,200

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Tuition Increases for 2015-16 (1st- and 2nd- tier)

Issue

The Board of Regents holds statutory responsibility for setting tuition rates for Utah's public colleges and universities. Regents are asked to review and finalize first- and second-tier tuition increases, differential increases, plateau changes, and new schedules for the upcoming 2015-16 year, for all institutions.

Background

Thanks to increasing investment by the Legislature in higher education over the past few years, and efficiencies and cost-control by the presidents, this year's proposed increase is the lowest system-wide average since 1999-2000, at 3.06 percent (3.0 percent for seven of eight institutions). This is in keeping with the Regent's strategic objective of "Affordable Participation" in higher education and also supports the strategic objective of "Timely Completion" as finances are often a reason students delay or do not complete their higher education.

In setting tuition Regents are asked to consider a number of factors including state funding levels, institutional need, Consumer Price Index, Higher Education Price Index, regional tuition rate increases, and comparisons of tuition and fee levels at western higher education institutions. Attachments one and two summarize undergraduate and graduate proposed tuition by residency for each USHE institution.

First-tier Increases - By Regent policy, first-tier tuition rate increases shall be uniform for all institutions, shall be implemented at the same time, shall be based on evaluations of current data on inflation, and use national and regional tuition increases to justify specific needs in the Utah System of Higher Education (R510-3.1). It is proposed that the first-tier increase be set at 3.0 percent. Revenue generated from first-tier tuition will be used to fund the legislative required match for compensation including health insurance and may be used for other critical institutional needs (see attachment 3).

Second-tier Increases - Each institutional president, with the approval of the institutional Board of Trustees, may recommend second-tier of tuition rate increases to meet specific institutional needs. Second-tier tuition rate increases may apply to all programs equally or they may be different for specific programs (R510-3.2). As part of second-tier increase requests, institutions are required to hold a "Truth in Tuition" hearing to provide an explanation of the reasons for the proposed tuition increase, an explanation of how the revenue generated by the increase will be used and an opportunity for public comment from students.

The only institution proposing a second-tier increase this year is the University of Utah, at 0.5%, with additional revenue used for student support (see attachment 3).

Differential Tuitions - The University of Utah (UU) is requesting a differential increase in the Masters in International Affairs & Global Enterprise, and online tuition for Masters in Electrical & Computer Engineering. Utah State University (USU) is requesting differential increases in Masters of Landscape Architecture & Environmental Planning, School of Business, and College of Engineering. Weber State University (WSU) is requesting a differential increase for the Masters of Athletic Training.

Summary Attachments - The Commissioner's staff has prepared eight other attachments providing benchmark and comparative data regarding tuition rates, with additional information on tuition schedules, restructuring, and proposed differential increases/decreases.

- Attachment 4: Undergraduate tuition comparison with WICHE and Rocky Mountain states
- Attachment 5: Graduate tuition comparison with WICHE and Rocky Mountain states
- Attachment 6: Benchmark inflation and regional tuition increases
- Attachment 7: 2014-15 undergraduate tuition by credit hour load
- Attachment 8: 2015-16 1st tier increase estimates by institution
- Attachment 9: UU request for differential tuition for Masters in Intern. Affairs & Global Enterprise
- Attachment 10: UU request for online tuition for Masters in Electrical & Computer Engineering
- Attachment 11: USU request for differential tuition for Masters of Landscape Arch. & Environ. Plan.
- Attachment 12: USU request for differential tuition for the School of Business
- Attachment 13: USU request for differential tuition increase for the College of Engineering
- Attachment 14: WSU request for differential tuition increase for the Masters of Athletic Training

Commissioner's Recommendation

The Commissioner recommends that the Regents approve tuition rates for 2015-16 by:

- Finalizing the first-tier tuition increase at 3.0 percent for all USHE institutions
- Approving the second-tier tuition increase proposal
- Approving graduate differential for Masters in International Affairs & Global Enterprise at UU
- Approving graduate online tuition for Masters in Electrical & Computer Engineering at UU
- Approving graduate differential for Masters of Landscape Arch. & Environmental Planning at USU
- Approving undergraduate and graduate differential for Huntsman School of Business at USU
- Approving graduate differential for College of Engineering at USU
- Approving graduate differential for Masters of Athletic Training at WSU



David L. Buhler
Commissioner of Higher Education

2015-16 Tuition Proposal (Combined 1st & 2nd Tier Increases) - Resident Undergraduate & Graduate Students

Utah Resident Undergraduate Students					
Institution	Type of Student	Current 2014-15 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2015-16 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Utah Resident Undergraduate (Lower Div.)	\$6,889	\$241	\$7,130	3.5%
USU	Utah Resident Undergraduate (Logan/RCDE)	\$5,454	\$163	\$5,617	3.0%
WSU	Utah Resident Undergraduate	\$4,326	\$130	\$4,456	3.0%
SUU	Utah Resident Undergraduate	\$5,416	\$162	\$5,578	3.0%
Snow	Utah Resident Undergraduate	\$2,998	\$90	\$3,088	3.0%
DSU	Utah Resident Undergraduate	\$3,794	\$114	\$3,908	3.0%
UVU	Utah Resident Undergraduate	\$4,542	\$136	\$4,678	3.0%
SLCC ¹	Utah Resident Undergraduate	\$3,040	\$90	\$3,130	3.0%

Annual tuition amount based on 15 credit hours per semester for two semesters

¹ SAT dollar per clock hour will also increase by \$.06, or 3.0%

Utah Resident Graduate Students					
Institution	Type of Student: Utah Resident Graduate	Current 2014-15 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2015-16 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Resident Graduate (Base Rate)	\$6,019	\$211	\$6,230	3.5%
USU	Resident Graduate (Base Rate)	\$5,474	\$164	\$5,638	3.0%
WSU	Resident Graduate (MED)	\$4,368	\$131	\$4,499	3.0%
SUU	Resident Graduate (MED)	\$5,510	\$166	\$5,676	3.0%
UVU	Resident Graduate (MED)	\$5,100	\$160	\$5,260	3.0%

Annual tuition amount based on 10 credit hours per semester for two semesters

Generally, graduate tuition rates vary by program at each institution

The graduate tuition rates listed above are the lowest graduate tuition rates at each institution

Programmatic tuition increase proposals, above the standard institutional tuition increase rate, will be presented as a request for differential tuition rates

2015-16 Tuition Proposal (Combined 1st & 2nd Tier) - Non-Resident Undergraduate & Graduate Students

Non-Resident Undergraduate Students					
Institution	Type of Student	Current 2014-15 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2015-16 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Non-Resident Undergraduate (Lower Div.)	\$24,111	\$844	\$24,955	3.5%
USU	Non-Resident Undergraduate (Logan/RCDE)	\$17,561	\$526	\$18,087	3.0%
WSU	Non-Resident Undergraduate	\$12,980	\$389	\$13,369	3.0%
SUU	Non-Resident Undergraduate	\$17,874	\$536	\$18,410	3.0%
Snow	Non-Resident Undergraduate	\$10,952	\$328	\$11,280	3.0%
DSU	Non-Resident Undergraduate	\$12,130	\$364	\$12,494	3.0%
UVU	Non-Resident Undergraduate	\$14,074	\$420	\$14,494	3.0%
SLCC	Non-Resident Undergraduate	\$10,582	-	\$10,582	-

Annual tuition amount based on 15 credit hours per semester for two semesters

Non-Resident Graduate Students					
Institution	Type of Student: Non-Resident Graduate	Current 2014-15 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2015-16 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Non-Resident Graduate (Base Rate)	\$21,247	\$744	\$21,991	3.5%
USU	Non-Resident Graduate (Logan/RCDE)	\$19,160	\$574	\$19,734	3.0%
WSU	Non-Resident Graduate (MED)	\$13,107	\$393	\$13,500	3.0%
SUU	Non-Resident Graduate (MED)	\$18,180	\$546	\$18,726	3.0%
UVU	Non-Resident Graduate (MED)	\$15,580	\$460	\$16,040	3.0%

Annual tuition amount based on 10 credit hours per semester for two semesters

Generally, graduate tuition rates vary by program at each institution

The graduate tuition rates listed above are the lowest graduate tuition rates at each institution

Programmatic tuition increase proposals, above the standard institutional tuition increase rate, will be presented as a request for differential tuition rates

Utah System of Higher Education 1st-Tier Tuition Increase Proposal

Institution	Proposed Use of Revenue	Revenue Required	1st-Tier % of Total
All USHE Institutions	Compensation	\$9,646,100	52.0%
	Faculty & Staff Hire/Promotion/Retention	\$3,726,796	20.1%
	Student Support	\$2,371,300	12.8%
	Utilities & Maintenance	\$1,800,000	9.7%
	Mandated Costs	\$607,000	3.3%
	IT Support	\$387,200	2.1%
	Total 1st-Tier Tuition	\$18,538,396	100.0%

Institutional 1st-Tier Tuition Increase Proposal

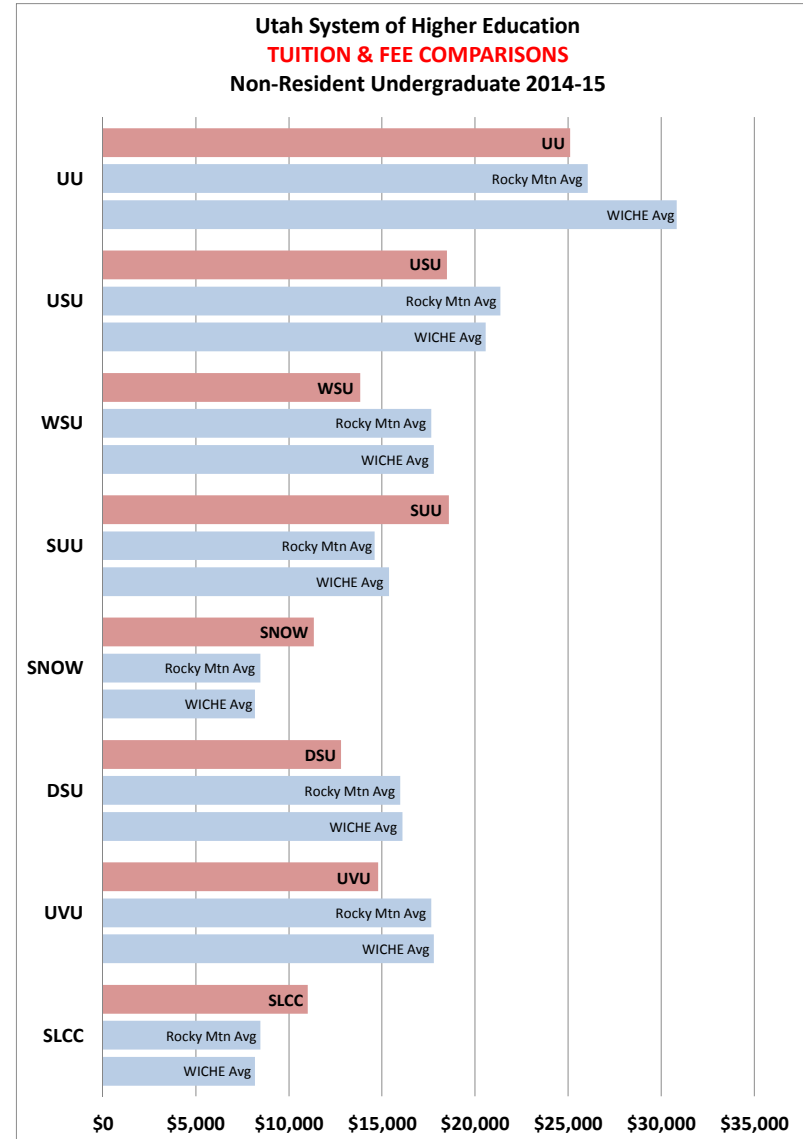
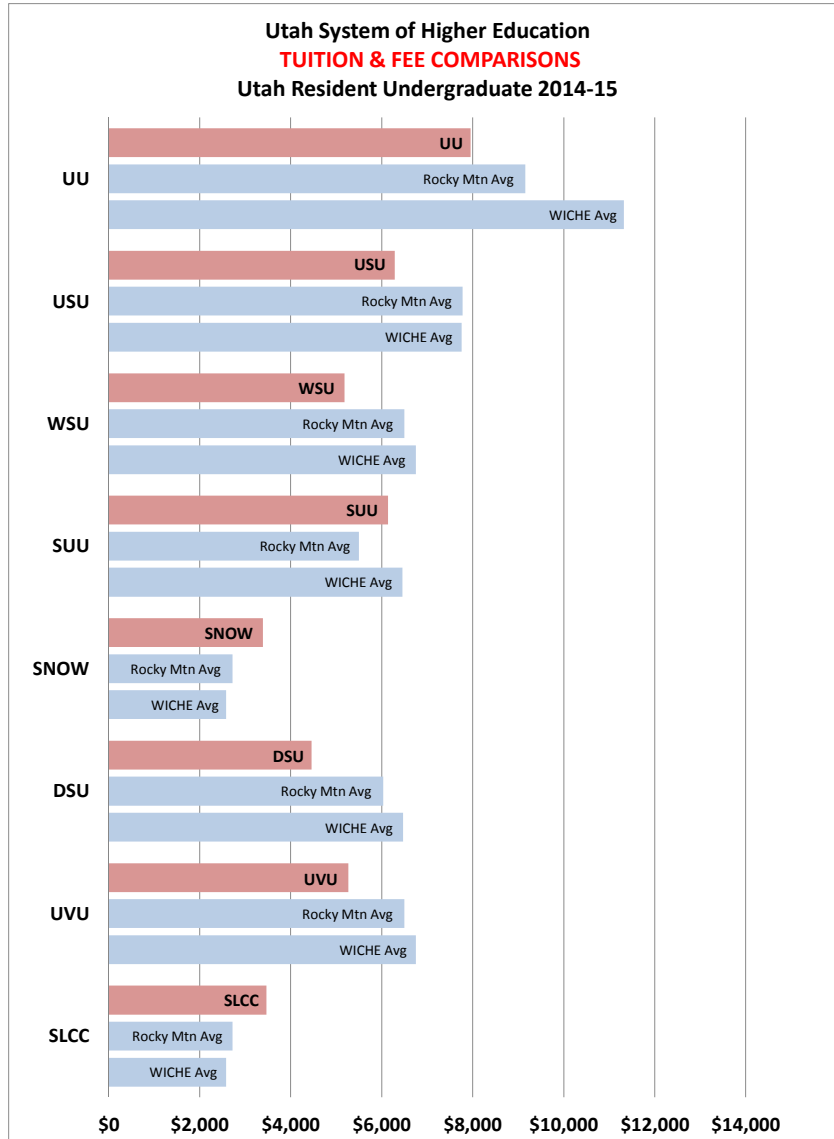
Institution	Proposed Use of Revenue	Revenue Required	1st-Tier % Increase
UU	Student Support	\$1,400,000	0.5%
	Compensation	\$2,700,000	1.1%
	Faculty Retention	\$1,800,000	0.7%
	Utilities & Maintenance	\$1,800,000	0.7%
	Total U of U 1st-Tier	\$7,700,000	3.0%
USU	Compensation	\$935,000	1.3%
	Faculty Promotion	\$831,000	1.1%
	Scholarships	\$198,000	0.3%
	Institutional Priorities	\$226,000	0.3%
	Total USU 1st-Tier	\$2,190,000	3.0%
WSU	Compensation	\$1,129,700	1.7%
	Mandated Costs	\$381,000	0.6%
	Student Support	\$223,300	0.3%
	IT Support	\$285,000	0.4%
	Total WSU 1st-Tier	\$2,019,000	3.0%
SUU	Compensation	\$1,033,000	3.0%
	Total SUU 1st-Tier	\$1,033,000	3.0%
Snow	New Faculty	\$420,796	3.0%
	Total Snow 1st-Tier	\$420,796	3.0%
DSU	Faculty Promotion	\$100,000	0.4%
	Medical & Dental Benefits	\$75,000	0.3%
	Salary Equity, Merit, and Retention	\$575,000	2.3%
	Total DSU 1st-Tier	\$750,000	3.0%
UVU	Compensation	\$2,273,400	2.3%
	Student Participation Initiatives	\$300,000	0.3%
	Completion Initiatives	\$250,000	0.3%
	Technology Infrastructure	\$102,200	0.1%
	Total UVU 1st-Tier	\$2,925,600	3.0%
SLCC	Compensation	\$1,500,000	3.0%
	Total SLCC 1st-Tier	\$1,500,000	3.0%

Utah System of Higher Education 2nd-Tier Tuition Increase Proposal

Institution	Proposed Use of Revenue	Revenue Required	2nd-Tier % of Total
All USHE Institutions	Student Support	\$1,300,000	100.0%
	Total 2nd-Tier Tuition	\$1,300,000	100.0%

Institutional 2nd-Tier Tuition Increase Proposal

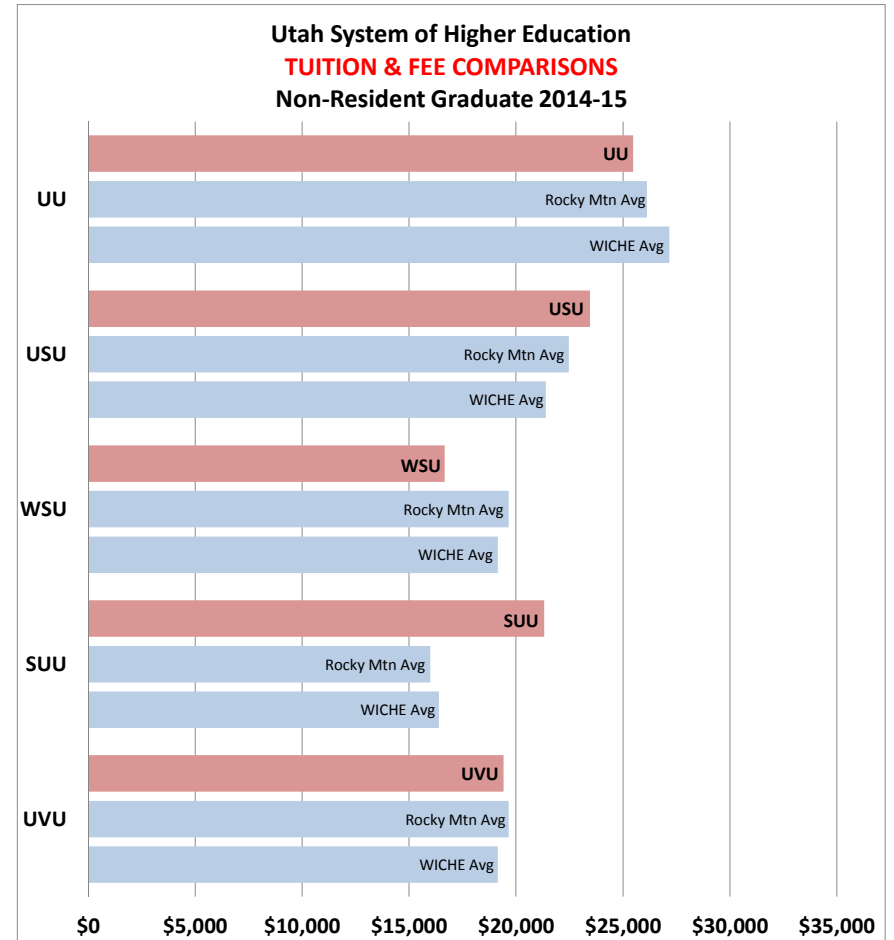
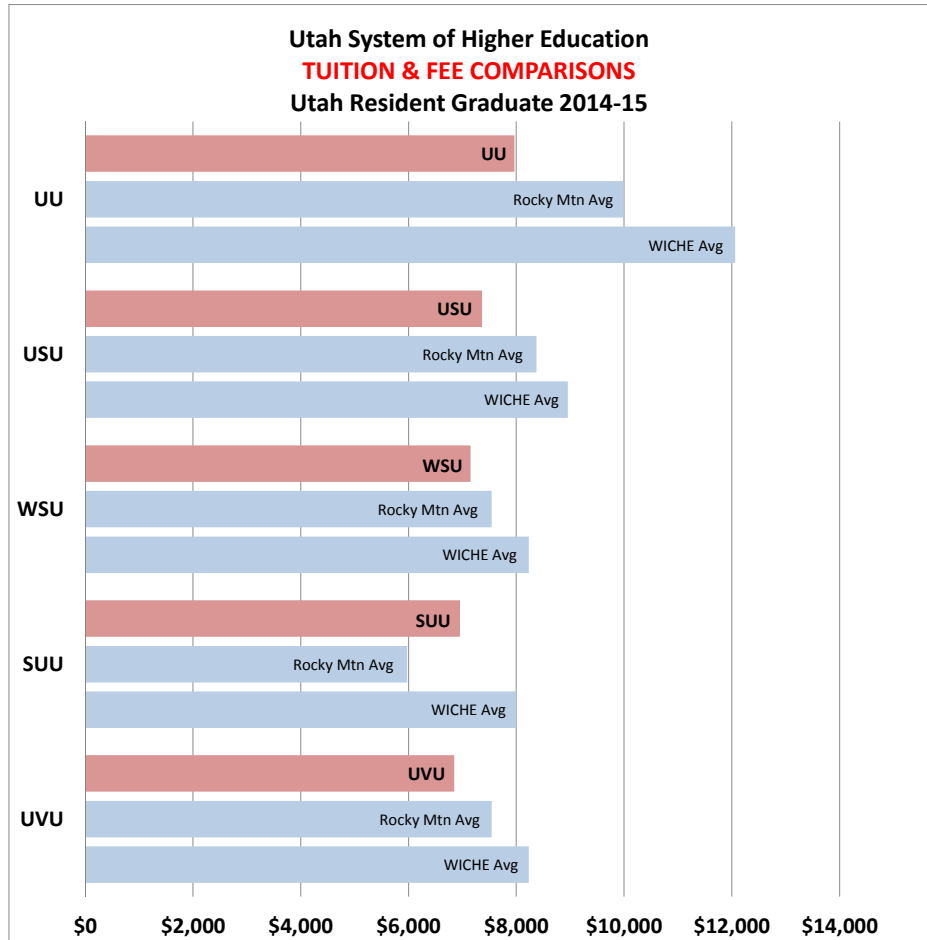
Institution	Proposed Use of Revenue	Revenue Required	2nd-Tier % Increase
UU	Student Support	\$1,300,000	0.5%
	Total UU 2nd-Tier	\$1,300,000	0.5%
USU	Total USU 2nd-Tier	-	-
WSU	Total WSU 2nd-Tier	-	-
SUU	Total SUU 2nd-Tier	-	-
Snow	Total Snow 2nd-Tier	-	-
DSU	Total DSU 2nd-Tier	-	-
UVU	Total UVU 2nd-Tier	-	-
SLCC	Total SLCC 2nd-Tier	-	-



*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico
Utah, Colorado, Wyoming, Montana, North Dakota and South Dakota

**Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming & Montana

*** Resident undergraduate tuition and fees based on 15 credit hours per semester for two semesters



*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico
Utah, Colorado, Wyoming, Montana, North Dakota and South Dakota
**Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming & Montana
*** Non-resident undergraduate tuition and fees based on 15 credit hours per semester for two semesters

Benchmark Inflation and Tuition Increase Information

Consumer Price Index, July 2005 to December 2014

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
	195.4	203.5	208.3	220.0	215.4	218.0	225.9	229.1	233.6	233.9
	202.9	208.4	218.8	215.7	218.0	225.7	229.5	233.5	238.3	234.8
Academic Year Increase	3.8%	2.4%	5.0%	-1.9%	1.2%	3.5%	1.6%	1.9%	2.0%	
Most Recent 12-months (January to December)										0.4%

Source: Bureau of Labor Statistics (www.bls.gov). Consumer Price Index for All Urban Consumers..

Higher Education Price Index, July 2005 to June 2014

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
	240.8	253.1	260.3	273.2	279.3	281.8	288.4	293.2	297.8
	253.1	260.3	273.2	279.3	281.8	288.4	293.2	297.8	306.7
Academic Year Increase	5.1%	2.8%	5.0%	2.2%	0.9%	2.3%	1.7%	1.6%	3.0%

Source: Higher Education Price Index (HEPI), Research Associates of Washington and Common Fund Institute.

Benchmark Inflation and Tuition Increase Information

WICHE Region Tuition & Fee Increases at Public Institutions, 2005-06 to 2014-15

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Public Four-year Institutions										
Resident Undergrad.	8.6%	6.6%	8.4%	6.4%	12.5%	7.7%	13.7%	4.1%	3.1%	2.3%
Resident Graduate	9.7%	7.1%	6.0%	8.6%	10.8%	4.7%	12.7%	4.2%	3.1%	2.6%
Nonresident Undergrad.	5.0%	5.8%	3.2%	5.2%	6.7%	5.3%	7.5%	4.0%	2.3%	2.8%
Nonresident Graduate	4.7%	3.2%	4.4%	5.7%	4.7%	3.2%	7.3%	6.2%	2.5%	3.0%
Public Two-year Institutions										
Resident	8.5%	5.8%	4.1%	3.9%	6.4%	7.1%	14.7%	5.5%	2.6%	1.4%
Nonresident	9.0%	2.5%	0.9%	6.8%	2.1%	2.5%	2.8%	3.1%	1.8%	3.1%

2005-06 through 2014-15 Sources: WICHE, *Tuition and Fees in Public Higher Education in the West 2014-15*.

*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, South Dakota

Table 5. Tuition Increase History

USHE Undergraduate Resident and Nonresident Tuition Increases, 2005-06 to 2014-15

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Resident Increases										
UU	7.9%	9.5%	7.5%	6.0%	9.5%	9.5%	7.8%	6.0%	5.0%	5.8%
USU	9.8%	8.0%	7.0%	6.0%	5.5%	7.5%	9.0%	6.0%	5.0%	5.5%
WSU	9.8%	8.5%	7.0%	5.5%	6.5%	6.0%	6.0%	5.0%	5.0%	4.0%
SUU	9.5%	8.0%	7.0%	7.0%	6.5%	12.5%	11.0%	6.5%	5.0%	4.0%
Snow	9.5%	9.0%	5.5%	4.5%	9.5%	9.5%	7.0%	7.0%	5.0%	6.0%
DSU	5.1%	31.1%	9.0%	6.5%	8.1%	11.4%	11.8%	5.5%	5.0%	4.0%
UVU	8.8%	9.0%	6.7%	6.3%	8.7%	6.0%	7.4%	4.5%	6.0%	4.0%
SLCC	7.4%	4.0%	6.0%	5.4%	4.0%	6.0%	5.0%	4.5%	6.0%	4.0%
USHE Average ⁽¹⁾	8.3%	10.6%	6.6%	5.7%	7.5%	8.7%	8.1%	5.6%	5.3%	4.7%
USHE First-tier only ⁽²⁾	3.5%	4.0%	4.0%	3.5%	1.0%	1.5%	5.0%	4.5%	5.0%	4.0%
Nonresident Increases										
UU	7.9%	9.5%	7.5%	6.0%	9.5%	9.5%	7.8%	6.0%	6.3%	5.8%
USU	9.7%	8.0%	7.0%	6.0%	5.5%	7.5%	9.0%	6.0%	5.0%	5.5%
WSU	9.8%	8.5%	7.0%	-	3.5%	3.0%	3.0%	5.0%	3.5%	4.0%
SUU	9.5%	8.0%	7.0%	7.0%	6.5%	12.5%	11.0%	6.5%	5.0%	4.0%
Snow	9.5%	4.0%	5.5%	4.5%	-	9.5%	7.0%	7.0%	5.0%	6.0%
DSU	5.1%	23.6%	4.0%	6.5%	8.1%	11.4%	11.8%	-14.2%	5.1%	4.0%
UVU	8.8%	9.0%	6.7%	4.3%	3.2%	2.9%	5.8%	4.5%	5.3%	4.0%
SLCC	7.4%	4.0%	6.0%	5.4%	4.0%	6.0%	5.0%	4.4%	6.0%	4.0%
USHE Average ⁽¹⁾	8.3%	9.2%	6.1%	-1.1%	5.5%	8.0%	7.6%	3.2%	5.2%	4.7%
USHE First-tier only ⁽²⁾	3.5%	4.0%	4.0%	3.5%	1.0%	1.5%	5.0%	4.5%	5.0%	4.0%

(1) Simple Average.

(2) The systemwide first-tier increase is shown for 2005-06 through 2014-15. This amount applied to all institutions. Institutional amounts include both first and second-tier increases.

(3) Percentages represent increases that apply to greatest number of students at the institution, and do not include differential increases for some students or programs.

Utah System of Higher Education

Attachment 7

USHE 2014-15 Tuition by Semester Credit Hour Load for Resident Undergraduate Students

	UofU ¹	USU	WSU	SUU	Snow	DSU	UVU	SLCC
1	\$735.06	\$487.01	\$389.41	\$422.00	\$133.00	\$159.00	\$346.00	\$122.75
2	928.58	690.63	566.76	676.00	202.00	316.00	521.00	249.75
3	1,122.10	894.25	744.11	930.00	534.00	474.00	696.00	376.75
4	1,315.62	1,097.87	921.46	1,184.00	672.00	632.00	871.00	503.75
5	1,509.14	1,301.49	1,098.81	1,438.00	810.00	790.00	1,046.00	630.75
6	1,702.66	1,505.11	1,276.16	1,692.00	949.00	948.00	1,221.00	757.75
7	1,896.18	1,708.73	1,453.51	1,946.00	1,087.00	1,106.00	1,396.00	884.75
8	2,089.70	1,912.35	1,630.86	2,200.00	1,224.00	1,264.00	1,571.00	1,011.75
9	2,283.22	2,115.97	1,808.21	2,454.00	1,362.00	1,422.00	1,746.00	1,138.75
10	2,476.74	2,319.59	1,985.56	2,708.00	1,499.00	1,580.00	1,921.00	1,265.75
11	2,670.26	2,523.21	2,162.91	2,708.00	1,499.00	1,738.00	2,096.00	1,392.75
12	2,863.78	2,726.83	2,162.91	2,708.00	1,499.00	1,897.00	2,271.00	1,519.75
13	3,057.30	2,726.83	2,162.91	2,708.00	1,499.00	1,897.00	2,271.00	1,519.75
14	3,250.82	2,726.83	2,162.91	2,708.00	1,499.00	1,897.00	2,271.00	1,519.75
15	3,444.34	2,726.83	2,162.91	2,708.00	1,499.00	1,897.00	2,271.00	1,519.75
16	3,637.86	2,726.83	2,162.91	2,708.00	1,499.00	1,897.00	2,271.00	1,519.75
17	3,831.38	2,726.83	2,162.91	2,708.00	1,499.00	1,897.00	2,271.00	1,519.75
18	4,024.90	2,726.83	2,162.91	2,708.00	1,499.00	1,897.00	2,271.00	1,519.75
19	4,218.42	2,930.45	2,340.26	2,962.00	1,499.00	1,897.00	2,446.00	1,646.75
20	4,411.94	3,134.07	2,517.61	3,216.00	1,499.00	1,897.00	2,621.00	1,773.75
21	4,605.46	3,337.69	2,694.96	3,470.00	1,639.00	2,055.00	2,796.00	1,900.75
22	4,798.98	3,541.31	2,872.31	3,724.00	1,777.00	2,213.00	2,971.00	2,027.75
23	4,992.50	3,744.93	3,049.66	3,978.00	1,914.00	2,371.00	3,146.00	2,154.75
24	5,186.02	3,948.55	3,227.01	4,232.00	2,052.00	2,529.00	3,321.00	2,281.75
25	5,379.54	4,152.17	3,404.36	4,486.00	2,190.00	2,687.00	3,496.00	2,408.75

Utah System of Higher Education

USHE 2014-15 Tuition & Fees by Semester Credit Hour Load for Resident Undergraduate Students

	UofU ¹	USU	WSU	SUU	Snow	DSU	UVU	SLCC
1	\$1,025.94	\$793.45	\$502.77	\$468.00	\$133.00	\$169.00	\$398.00	\$184.00
2	1,232.48	1,011.47	711.66	757.00	202.00	326.00	625.00	328.00
3	1,439.02	1,229.49	920.55	1,046.00	591.00	484.00	852.00	472.00
4	1,645.56	1,447.51	1,129.44	1,335.00	748.00	783.00	1,079.00	616.00
5	1,852.10	1,665.53	1,338.33	1,624.00	910.00	971.00	1,306.00	760.00
6	2,058.64	1,883.55	1,547.22	1,913.00	1,068.00	1,159.00	1,533.00	904.00
7	2,265.18	2,101.57	1,756.11	2,202.00	1,225.00	1,347.00	1,760.00	1,048.00
8	2,471.72	2,319.59	1,965.00	2,491.00	1,381.00	1,535.00	1,935.00	1,192.00
9	2,678.26	2,537.61	2,173.89	2,780.00	1,538.00	1,723.00	2,110.00	1,336.00
10	2,884.80	2,755.63	2,382.78	3,069.00	1,694.00	1,911.00	2,285.00	1,480.00
11	3,091.34	2,973.65	2,591.67	3,069.00	1,694.00	2,069.00	2,460.00	1,607.00
12	3,297.88	3,191.67	2,591.67	3,069.00	1,694.00	2,228.00	2,635.00	1,734.00
13	3,504.42	3,191.67	2,591.67	3,069.00	1,694.00	2,228.00	2,635.00	1,734.00
14	3,710.96	3,191.67	2,591.67	3,069.00	1,694.00	2,228.00	2,635.00	1,734.00
15	3,917.50	3,191.67	2,591.67	3,069.00	1,694.00	2,228.00	2,635.00	1,734.00
16	4,117.39	3,191.67	2,591.67	3,069.00	1,694.00	2,228.00	2,635.00	1,734.00
17	4,317.28	3,191.67	2,591.67	3,069.00	1,694.00	2,228.00	2,635.00	1,734.00
18	4,517.17	3,191.67	2,591.67	3,069.00	1,694.00	2,228.00	2,635.00	1,734.00
19	4,717.06	3,409.69	2,769.02	3,323.00	1,694.00	2,228.00	2,810.00	1,861.00
20	4,916.95	3,627.71	2,946.37	3,577.00	1,694.00	2,228.00	2,985.00	1,988.00
21	5,116.84	3,845.73	3,123.72	3,831.00	1,834.00	2,386.00	3,160.00	2,115.00
22	5,316.73	4,063.75	3,301.07	4,085.00	1,972.00	2,544.00	3,335.00	2,242.00
23	5,516.62	4,281.77	3,478.42	4,339.00	2,109.00	2,702.00	3,510.00	2,369.00
24	5,716.51	4,499.79	3,655.77	4,593.00	2,247.00	2,860.00	3,685.00	2,496.00
25	5,916.40	4,717.81	3,833.12	4,847.00	2,385.00	3,018.00	3,860.00	2,623.00

(1) Lower division (freshman & sophomore) rate only. Differential rates for upper division (junior and senior) may apply.

Utah System of Higher Education

Attachment 8

2015-16 1st-Tier Tuition Increase Estimates by Institution

(a)	(b)		(c)		(d)	
Tuition (FY15 R-1 Budget)	3% Salary & Related Benefits		5% Health (PEHP) & Dental		2015-16 Total Changes	
Amount	Amount	% Change	Amount	% Change	Amount	% Change

2 & 4 Year Institutions

University of Utah	\$257,789,212	\$2,759,900	1.07%	\$481,600	0.19%	\$3,241,500	1.26%
Utah State University	125,955,000	1,322,500	1.05%	307,200	0.24%	\$1,629,700	1.29%
Weber State University	66,778,143	754,500	1.13%	170,500	0.26%	\$925,000	1.39%
Southern Utah University	34,424,000	358,500	1.04%	92,400	0.27%	\$450,900	1.31%
Snow College	9,723,700	147,100	1.51%	38,600	0.40%	\$185,700	1.91%
Dixie State University	23,675,000	279,300	1.18%	67,300	0.28%	\$346,600	1.46%
Utah Valley University	97,518,700	977,800	1.00%	261,500	0.27%	\$1,239,300	1.27%
Salt Lake Community College	58,324,300	691,500	1.19%	183,800	0.32%	\$875,300	1.50%
Subtotal - 2 & 4 year	\$674,188,055	\$7,291,100	1.08%	\$1,602,900	0.24%	\$8,894,000	1.32%

UNIVERSITY OF UTAH
MASTER OF SCIENCE IN INTERNATIONAL AFFAIRS & GLOBAL ENTERPRISE
Request for Differential Tuition

The University of Utah continues to examine tuition levels for its various graduate programs. It is proposed, here, to implement differential tuition for the Master of Science in International Affairs and Global Enterprise (“MIAGE”) graduate program in the College of Social and Behavioral Sciences, beginning in academic year 2015-2016. If the differential tuition request is granted at the requested David Eccles School of Business rate, currently \$ 471 per student credit hour, on two uniquely MIAGE courses, then the MIAGE program would still have the lowest tuition among the 32 comparable programs in Table I.

BACKGROUND INFORMATION

The MIAGE degree uniquely combines knowledge of general international business studies and international law with knowledge about the socio-cultural and political-economic context within which global business occurs. The program was established as a joint interdisciplinary effort between the College of Social and Behavioral Science (“CSBS”), the David Eccles School of Business (“DESB”) and the S.J. Quinney College of Law (“SJQCL”). Direct administration of the program lies with CSBS. (Curriculum detail is provided in Appendix I.)

PROPOSAL

Beginning with the 2015-2016 academic year, a differential tuition of \$471.17 per credit hour is proposed for two courses offered uniquely for the MIAGE program, i.e., with the subject header “IAGE”. This differential tuition amount is comparable to differential tuition at the David Eccles School of Business. There are only two courses offered uniquely for MIAGE – MIAGE Foundations, IAGE 6800, and a new MIAGE International Internship, IAGE 6910, both of which are required courses.

These changes would shift the average tuition for full-time MIAGE graduate students from \$4,284 to \$4,991 per semester.¹ When fully implemented, the differential tuition and program fees would impact 40-50 students and generate \$28,270-\$56,540 per year for the program.

¹ This calculation is based on a full-time (9 credits) resident student and is exclusive of future (1) changes in University fees and (2) changes in the University’s general tuition rates. Please see accompanying tables.

RATIONALE

The MIAGE curriculum is a 36 credit hour program comprised of courses that were already offered from the DESB, SJQCL and CSBS, other than the MIAGE specific course, “Foundations.” Beginning in the 2012-2013 academic year a second course specific to MIAGE, “International Internship,” was added as an elective course. This will become a required course in the 2015-2016 academic year making the total required credit hours 39.

When the program began in 2008, it enrolled 6 students. As of Summer 2013, 37 students are enrolled in the program. Interest in the program continues to grow substantially as undergraduate students, both in and out of state, become aware of the program. We also continue to garner interest from persons who have had careers for ten - twenty years.

In talking to prospective students, employers, internship providers and other vested parties, it is clear that persons are very interested in our program of graduate studies once they know it exists. Funds generated by the tuition differential would be focused on the instructional mission and administrative requirements of MIAGE. The estimated revenue from the proposed tuition differential would be sufficient to pay the salary and benefits of the staff program manager and student recruitment costs, now temporarily covered by CPPA, and provide some resources to develop and supervise internship opportunities.

Furthermore, it should be noted that our students already pay differential tuition for courses taken at the DESB and SJQCL. As part of the core curriculum, they are required to take International Management, MGT 6790, and one internationally oriented law class of their choosing. They have the option of taking up to three more courses from each college as elective courses. Many of our students have chosen to do so. Differential tuition for graduate level courses at DESB is currently \$471.17 per credit hour.² Differential tuition for courses at SJQCL is approximately \$617.94 per credit hour.³

COMPETITIVE POSITION

The proposed tuition differential of \$471.17 per credit hour for two IAGE courses offered specifically for the MIAGE program would fall in the mid-range for graduate tuition differentials at the University. With

² University of Utah, Business Masters; *Tuition and Fees per semester - Resident; For Summer 2013, Fall 2013, and Spring 2014.* <http://fbs.admin.utah.edu/download/income/Graduate/BusGraduateRes.pdf>.

³ University of Utah, College of Law; *Tuition and Fees per semester – Resident; For Summer 2013, Fall 2013, and Spring 2014.* <http://fbs.admin.utah.edu/download/income/Graduate/LawGraduateFeeRes2009.pdf>. This calculation is based on the difference between tuition for a 3 credit hour class at SJQCL less tuition for a 3 credit hour class for general resident graduate students. That amount has been divided by 3 for the approximate per credit hour amount. (\$3,523.21 - \$1,669.38 = \$1,853.83/3 = \$617.94)

the differential tuition in place, the tuition paid by MIAGE graduate students would continue to be the lowest tuition paid for all of the 32 institutions compared in Table I (see attached) and in many cases is significantly lower than comparable programs at institutions in the region and elsewhere in the country. Of the programs compared, tuition (with differential tuition) for the MIAGE program would be the lowest, at \$9,982 per year, while tuition at Columbia is the highest, at \$49,558 per year. The median value of the 32 institutions is \$27,205, while the average cost is \$27,885. (See Table VI, attached.)

Similar programs do not exist at other in-state institutions (see Table III, attached). Master's degree programs in international affairs are offered in other states. These programs are increasingly placing their graduates in the private sector with an education focused on diplomacy but without the required preparation in business subjects provided by MIAGE. Other programs offer a more traditional MBA in International Business, which lacks the depth of an MS program or a joint MBA/MS that superimposes the two upon one another and takes a much longer time. The programs listed on Table I focus on a wide variety of subjects, including diplomacy, comparative studies, international development and international commerce. Some of the listed programs require some business courses such as international trade, economics and international finance, and some do not. Some require quantitative analysis, public policy analysis and global governance. Some require international relations, multi-cultural negotiations and international law. There seems to be no common curriculum among these programs other than a foreign language component (also required, as a co-requisite, for MIAGE).

Business leaders familiar with the increasingly important international market have endorsed the need for more globally sensitive graduates who show a deeper appreciation of the global issues confronting business today.

STUDENT SUPPORT

We have approached our students at two separate times with regard to differential tuition. In both instances they have unanimously supported the addition of differential tuition.

Fall 2013

In a mandatory student meeting, held 5 November 2013, we walked our students through the financial status of the program as has been discussed above. After a 50-minute discussion of the situation and an opportunity for the students to ask questions and to propose other ideas, they were given an opportunity to vote and let us know their opinion of a differential tuition. Twenty-six of the twenty-seven matriculated

students, in attendance, supported the implementation of the differential tuition as proposed in this document beginning in the 2015-2016 academic year.⁴ Twenty-five of the twenty-seven supported making the internship an additional required course. The students are interested in seeing the graduate program continue to exist. Some of them even suggested that they would support a much higher tuition level overall that they would deem to more accurately reflect the quality of the program and its standing among the other similar graduate programs listed in Table I.

Fall 2011

The MIAGE Student Advisory Committee met on 20 September 2011, to discuss the proposed differential tuition. They unanimously voted in favor of the tuition differential. We subsequently convened a meeting with the MIAGE student body as a whole on 4 October 2011 to discuss this.⁵ Again, when informed of the purpose of the differential tuition, unanimous consent was given for the implementation of differential tuition. The consensus of the respondents was that this proposal is very reasonable given the circumstances and the high quality of the program. The students' comments are available upon request.

⁴ Twenty-seven of our thirty-two MIAGE students attended this meeting. Of the twenty-seven students in attendance at the meeting, twenty-six voted in favor of the differential tuition. We attempted to contact the three missing students who are not on leave of absence to inform them of the conversation and give them a chance to vote. At the time of this writing we have not heard back from those three students. Each of the two students who are currently on leave of absence from the program attended our Fall 2011 meeting on differential tuition. Both supported its implementation. The addition of the International Internship as a required course, has been approved by the Graduate School (November 26, bringing total required credit hours to 39.

⁵ Twenty-one of our thirty-three MIAGE students attended this meeting. Of the twelve who were absent, four had attended the Student Advisory Meeting on 20 September 2011. The majority of the remaining eight MIAGE students were informed of the discussion in the meeting through subsequent emails and conversations.

APPENDIX I:

MIAGE CURRICULUM AND DEGREE REQUIREMENTS

The Master of Science in International Affairs and Global Enterprise is a 39 credit degree program. The curriculum is divided into seven core courses, including a required internship, and six elective courses. There are also three prerequisite courses and a second language co-requisite.

Required Prerequisites

- Undergraduate Statistics
- Microeconomic theory
- Macroeconomic theory

Co-requisite Language Requirement

MIAGE students are required to test at a second year equivalency in a foreign language prior to completion of the program.

Required Core Courses (21 credits)

- Foundations of International Affairs and Global Enterprise, IAGE 6800
- International Management, MGT 6790
- Multinational firms: International trade and Investment, ECON 6520
- Foundations of the Politics of International Economic Relations, POLS 6710
- Methods of Social Research, SOC 6110
- Law course – selected options from Law School
- International Internship (maybe undertaken in U.S. or outside U.S.) IAGE 6910

Elective Courses (18 credits)

Students are required to choose six elective from the following departments. No more than nine elective credits may be taken from any one department.

- Law
- Economics
- Political Science
- Public Administration
- Management

- Marketing
- Anthropology
- Geography
- Sociology

Major Research Paper/Project

MIAGE is a non-thesis program; however, before graduating, students are required to submit a 25 page research paper on an international issue of their choice. Students are strongly encouraged to expand on a paper they've written earlier in the program. Ideally the paper should explore a business or management topic explored from a socio-cultural or political economy context and drawing from different disciplines. A pass-fail grade is issued for the paper. While students are free to write on a variety of topics, papers should integrate the interdisciplinary perspectives found in the program.

Students are also invited to put their creativity to work by developing and submitting proposals for applied projects that benefit an existing international nonprofit organization or business. These hands-on projects can be performed independently or in connection with an internship. A written report must be submitted after the project is complete.

Final Exam or International (outside the U.S.) Internship

All students will either take the comprehensive final exam or serve an international internship: Students will answer three to six questions using theories, models or other information obtained in the six core courses. Students will be expected to take an interdisciplinary approach to cover all the issues addressed in each question. The exam should be taken in the students' final semester of the program. Students may substitute the comprehensive exam for a full-time international internship of approximately 12 weeks served in a country other than the one the student is from. Students are expected to arrange their own internship. Students will write a four page paper that links knowledge obtained in the program with the hands-on experience obtained during the internship. The paper should be submitted within two weeks of the completion of the internship.

UNIVERSITY OF UTAH
MASTER OF SCIENCE IN INTERNATIONAL AFFAIRS & GLOBAL ENTERPRISE
Request for Differential Tuition

The University of Utah continues to examine tuition levels for its various graduate programs. It is proposed, here, to implement differential tuition for the Master of Science in International Affairs and Global Enterprise (“MIAGE”) graduate program in the College of Social and Behavioral Sciences, beginning in academic year 2014-2015. If the differential tuition request is granted at the requested David Eccles School of Business rate, currently \$ 471 per student credit hour, on two uniquely MIAGE courses, then the MIAGE program would still have the lowest tuition among the 32 comparable programs in Table I.

BACKGROUND INFORMATION

The MIAGE degree uniquely combines knowledge of general international business studies and international law with knowledge about the socio-cultural and political-economic context within which global business occurs. The program was established as a joint interdisciplinary effort between the College of Social and Behavioral Science (“CSBS”), the David Eccles School of Business (“DESB”) and the S.J. Quinney College of Law (“SJQCL”). Direct administration of the program lies with CSBS. (Curriculum detail is provided in Appendix I.)

PROPOSAL

Beginning with the 2014-2015 academic year, a differential tuition of \$471.17 per credit hour is proposed for two courses offered uniquely for the MIAGE program, i.e., with the subject header “IAGE”. This differential tuition amount is comparable to differential tuition at the David Eccles School of Business. There are only two courses offered uniquely for MIAGE – MIAGE Foundations, IAGE 6800, and a new MIAGE International Internship, IAGE 6910, both of which are required courses.

These changes would shift the average tuition for full-time MIAGE graduate students from \$4,284 to \$4,991 per semester.¹ When fully implemented, the differential tuition and program fees would impact 40-50 students and generate \$28,270-\$56,540 per year for the program.

¹ This calculation is based on a full-time (9 credits) resident student and is exclusive of future (1) changes in University fees and (2) changes in the University’s general tuition rates. Please see accompanying tables.

RATIONALE

The MIAGE curriculum is a 36 credit hour program comprised of courses that were already offered from the DESB, SJQCL and CSBS, other than the MIAGE specific course, “Foundations.” Beginning in the 2012-2013 academic year a second course specific to MIAGE, “International Internship,” was added as an elective course. This will become a required course in the 2014-2015 academic year making the total required credit hours 39.

When the program began in 2008, it enrolled 6 students. As of Summer 2013, 37 students are enrolled in the program. Interest in the program continues to grow substantially as undergraduate students, both in and out of state, become aware of the program. We also continue to garner interest from persons who have had careers for ten - twenty years.

In talking to prospective students, employers, internship providers and other vested parties, it is clear that persons are very interested in our program of graduate studies once they know it exists. Funds generated by the tuition differential would be focused on the instructional mission and administrative requirements of MIAGE. The estimated revenue from the proposed tuition differential would be sufficient to pay the salary and benefits of the staff program manager and student recruitment costs, now temporarily covered by CPPA, and provide some resources to develop and supervise internship opportunities.

Furthermore, it should be noted that our students already pay differential tuition for courses taken at the DESB and SJQCL. As part of the core curriculum, they are required to take International Management, MGT 6790, and one internationally oriented law class of their choosing. They have the option of taking up to three more courses from each college as elective courses. Many of our students have chosen to do so. Differential tuition for graduate level courses at DESB is currently \$471.17 per credit hour.² Differential tuition for courses at SJQCL is approximately \$617.94 per credit hour.³

COMPETITIVE POSITION

The proposed tuition differential of \$471.17 per credit hour for two IAGE courses offered specifically for the MIAGE program would fall in the mid-range for graduate tuition differentials at the University. With

² University of Utah, Business Masters; *Tuition and Fees per semester - Resident; For Summer 2013, Fall 2013, and Spring 2014.* <http://fbs.admin.utah.edu/download/income/Graduate/BusGraduateRes.pdf>.

³ University of Utah, College of Law; *Tuition and Fees per semester – Resident; For Summer 2013, Fall 2013, and Spring 2014.* <http://fbs.admin.utah.edu/download/income/Graduate/LawGraduateFeeRes2009.pdf>. This calculation is based on the difference between tuition for a 3 credit hour class at SJQCL less tuition for a 3 credit hour class for general resident graduate students. That amount has been divided by 3 for the approximate per credit hour amount. (\$3,523.21 - \$1,669.38 = \$1,853.83/3 = \$617.94)

the differential tuition in place, the tuition paid by MIAGE graduate students would continue to be the lowest tuition paid for all of the 32 institutions compared in Table I (see attached) and in many cases is significantly lower than comparable programs at institutions in the region and elsewhere in the country. Of the programs compared, tuition (with differential tuition) for the MIAGE program would be the lowest, at \$9,982 per year, while tuition at Columbia is the highest, at \$49,558 per year. The median value of the 32 institutions is \$27,205, while the average cost is \$27,885. (See Table VI, attached.)

Similar programs do not exist at other in-state institutions (see Table III, attached). Master's degree programs in international affairs are offered in other states. These programs are increasingly placing their graduates in the private sector with an education focused on diplomacy but without the required preparation in business subjects provided by MIAGE. Other programs offer a more traditional MBA in International Business, which lacks the depth of an MS program or a joint MBA/MS that superimposes the two upon one another and takes a much longer time. The programs listed on Table I focus on a wide variety of subjects, including diplomacy, comparative studies, international development and international commerce. Some of the listed programs require some business courses such as international trade, economics and international finance, and some do not. Some require quantitative analysis, public policy analysis and global governance. Some require international relations, multi-cultural negotiations and international law. There seems to be no common curriculum among these programs other than a foreign language component (also required, as a co-requisite, for MIAGE).

Business leaders familiar with the increasingly important international market have endorsed the need for more globally sensitive graduates who show a deeper appreciation of the global issues confronting business today.

STUDENT SUPPORT

We have approached our students at two separate times with regard to differential tuition. In both instances they have unanimously supported the addition of differential tuition.

Fall 2013

In a mandatory student meeting, held 5 November 2013, we walked our students through the financial status of the program as has been discussed above. After a 50-minute discussion of the situation and an opportunity for the students to ask questions and to propose other ideas, they were given an opportunity to vote and let us know their opinion of a differential tuition. Twenty-six of the twenty-seven matriculated

students, in attendance, supported the implementation of the differential tuition as proposed in this document beginning in the 2014-2015 academic year.⁴ Twenty-five of the twenty-seven supported making the internship an additional required course. The students are interested in seeing the graduate program continue to exist. Some of them even suggested that they would support a much higher tuition level overall that they would deem to more accurately reflect the quality of the program and its standing among the other similar graduate programs listed in Table I.

Fall 2011

The MIAGE Student Advisory Committee met on 20 September 2011, to discuss the proposed differential tuition. They unanimously voted in favor of the tuition differential. We subsequently convened a meeting with the MIAGE student body as a whole on 4 October 2011 to discuss this.⁵ Again, when informed of the purpose of the differential tuition, unanimous consent was given for the implementation of differential tuition. The consensus of the respondents was that this proposal is very reasonable given the circumstances and the high quality of the program. The students' comments are available upon request.

⁴ Twenty-seven of our thirty-two MIAGE students attended this meeting. Of the twenty-seven students in attendance at the meeting, twenty-six voted in favor of the differential tuition. We attempted to contact the three missing students who are not on leave of absence to inform them of the conversation and give them a chance to vote. At the time of this writing we have not heard back from those three students. Each of the two students who are currently on leave of absence from the program attended our Fall 2011 meeting on differential tuition. Both supported its implementation. The addition of the International Internship as a required course, has been approved by the Graduate School (November 26, bringing total required credit hours to 39.

⁵ Twenty-one of our thirty-three MIAGE students attended this meeting. Of the twelve who were absent, four had attended the Student Advisory Meeting on 20 September 2011. The majority of the remaining eight MIAGE students were informed of the discussion in the meeting through subsequent emails and conversations.

APPENDIX I:

MIAGE CURRICULUM AND DEGREE REQUIREMENTS

The Master of Science in International Affairs and Global Enterprise is a 39 credit degree program. The curriculum is divided into seven core courses, including a required internship, and six elective courses. There are also three prerequisite courses and a second language co-requisite.

Required Prerequisites

- Undergraduate Statistics
- Microeconomic theory
- Macroeconomic theory

Co-requisite Language Requirement

MIAGE students are required to test at a second year equivalency in a foreign language prior to completion of the program.

Required Core Courses (21 credits)

- Foundations of International Affairs and Global Enterprise, IAGE 6800
- International Management, MGT 6790
- Multinational firms: International trade and Investment, ECON 6520
- Foundations of the Politics of International Economic Relations, POLS 6710
- Methods of Social Research, SOC 6110
- Law course – selected options from Law School
- International Internship (maybe undertaken in U.S. or outside U.S.) IAGE 6910

Elective Courses (18 credits)

Students are required to choose six elective from the following departments. No more than nine elective credits may be taken from any one department.

- Law
- Economics
- Political Science
- Public Administration
- Management

- Marketing
- Anthropology
- Geography
- Sociology

Major Research Paper/Project

MIAGE is a non-thesis program; however, before graduating, students are required to submit a 25 page research paper on an international issue of their choice. Students are strongly encouraged to expand on a paper they've written earlier in the program. Ideally the paper should explore a business or management topic explored from a socio-cultural or political economy context and drawing from different disciplines. A pass-fail grade is issued for the paper. While students are free to write on a variety of topics, papers should integrate the interdisciplinary perspectives found in the program.

Students are also invited to put their creativity to work by developing and submitting proposals for applied projects that benefit an existing international nonprofit organization or business. These hands-on projects can be performed independently or in connection with an internship. A written report must be submitted after the project is complete.

Final Exam or International (outside the U.S.) Internship

All students will either take the comprehensive final exam or serve an international internship:
Students will answer three to six questions using theories, models or other information obtained in the six core courses. Students will be expected to take an interdisciplinary approach to cover all the issues addressed in each question. The exam should be taken in the students' final semester of the program.
Students may substitute the comprehensive exam for a full-time international internship of approximately 12 weeks served in a country other than the one the student is from. Students are expected to arrange their own internship. Students will write a four page paper that links knowledge obtained in the program with the hands-on experience obtained during the internship. The paper should be submitted within two weeks of the completion of the internship.



TABLE I: Summary of Tuition and Program Fees at Programs Comparable to the Master of International Affairs & Global Enterprise Graduate Degree								
2013-2014 Resident Tuition & Fees (Full-Time Attendance)				Program Credit Hours	Tuition (Resident) (Including Mandatory Fees not Listed under "Additional Fee Amounts")			Total Tuition & Fees
University		College/School/ Department	Program Name		Additional Program Fee Amounts		Additional Program Fee Description	
					Per Academic Year	Per Academic Year	Per Academic Year	
University of Utah		College of Social & Behavioral Science	MS, International Affairs & Global Enterprise	36	\$ 8,223	\$ -	\$ 8,223	
American University	APSIA	School of International Service	MA, International Affairs	39-42	\$ 26,350	School of International \$1,500 Service program fee	\$ 27,850	
Boston University	APSIA Affil.	Department of International Relations	MA, International Affairs	64	\$ 44,275	\$ -	\$ 44,275	
			MA, Global Development Policy	48	\$ 44,275	\$ -	\$ 44,275	
Colorado State University	LCC	College of Liberal Arts	MA, Political Science with emphasis in International Relations with a Certificate of Political Economy	36	\$ 10,450		\$ 10,450	
Columbia University	APSIA	School of International & Public Affairs	Master of International Affairs	54	\$ 49,558	\$ -	\$ 49,558	
Duke University	APSIA	Sanford School of Public Policy	MPP (with Global Policy Concentration)	51	\$ 41,764	\$ 100 MPP student activity fee	\$ 41,864	
			International Development Policy	30 or 48	\$ 41,764	\$ 100 Sanford School fee	\$ 41,864	
Florida State University	LCC	College of Social Sciences and Public Policy	MA, International Affairs	32	\$ 11,506		\$ 11,506	
George Washington University	APSIA	Elliott School of International Affairs	MA, International Affairs	40	\$ 27,393	\$ 3,600 Elliott School fee	\$ 30,993	
Georgetown University	APSIA	Walsh School of Foreign Service	MS, Foreign Service	48	\$ 44,408	\$ -	\$ 44,408	
Georgia Institute of Technology	APSIA	Sam Nunn School of International Affairs	MS, International Affairs	42	\$ 10,888		\$ 10,888	
Harvard University	APSIA	Kennedy School of Government	MPP with International & Global Affairs emphasis	25	\$ 46,416	\$ 175 HKS activity fee	\$ 46,591	

TABLE I: Summary of Tuition and Program Fees at Programs Comparable to the Master of International Affairs & Global Enterprise Graduate Degree 2013-2014 Resident Tuition & Fees (Full-Time Attendance)					Program Credit Hours	Tuition (Resident) (Including Mandatory Fees not Listed under "Additional Fee Amounts")			Total Tuition & Fees		
University	College/School/ Department	Program Name	Additional Program Fee Amounts	Additional Program Fee Description		Per Academic Year					
							Per Academic Year	Per Academic Year		Per Academic Year	
Johns Hopkins University	APSIA	Nitze School of Advanced International Studies	Master of Arts (School of Advanced International Studies)	48	\$	40,304			\$	40,304	
London School of Economics		School of Public & International Affairs	MPA, Public & Economic Policy MPA, International Development	2 years	\$	31,481			\$	31,481	
Pennsylvania State University	LCC APSIA Affil.	School of International Affairs	Master of International Affairs	42	\$	18,270			\$	18,270	
Princeton University	APSIA	Woodrow Wilson School of Public & International Affairs	MPA with International Relations emphasis	2 years	\$	42,070			\$	42,070	
Stanford	 APSIA Affil.	Division of International, Comparative & Area Studies	MA, International Policy Studies	73 (2 years)	\$	42,690			\$	42,690	
Syracuse University	APSIA	The Maxwell School	MA, International Relations	40	\$	26,560			\$	26,560	
Texas A&M	APSIA	The Bush School of Government & Public Service	Masters Program in International Affairs	48	\$	11,000			\$	11,000	
Tufts	APSIA	The Fletcher School of Law & Diplomacy	Master in International Business	2 years	\$	46,370	\$	-	\$	46,370	
Thunderbird School of Management	APSIA Affil.	School of Global Management	MA, Global Affairs & Management	45	\$	32,817	\$	700	Foundations fee	\$	33,517
University at Buffalo	LCC	Department of Geography	MA, International Trade	36	\$	11,732				\$	11,732
University of California, Los Angeles		Luskin School of Public Affairs	MPP, International Policy	80 (2 years)	\$	15,211.38	\$	7,290	Professional Degree Supplemental Tuition	\$	22,501




TABLE I: Summary of Tuition and Program Fees at Programs Comparable to the Master of International Affairs & Global Enterprise Graduate Degree							
2013-2014 Resident Tuition & Fees (Full-Time Attendance)				Program Credit Hours	Tuition (Resident) (Including Mandatory Fees not Listed under "Additional Fee Amounts")		Total Tuition & Fees
University	College/School/ Department	Program Name			Additional Program	Additional Program	
					Fee Amounts	Fee Description	
					Per Academic Year	Per Academic Year	Per Academic Year
University of California, San Diego	LCC	School of International Relations & Pacific Studies	Master of Pacific International Affairs	2 years	\$ 15,650	\$ 7,596 IR/PS Professional Degree Supplemental Tuition	\$ 23,246
University of Colorado, Denver	APSIA	Josef Korbel School of International Studies	MA, International Studies	2 years	\$ 40,506		\$ 40,506
University of Kentucky		Patterson School	MA, Diplomacy and International Commerce	30	\$ 11,292		\$ 11,292
University of Maryland	APSIA	School of Public Policy	MPP, International Security & Economic Policy; or International Development emphasis	48	\$ 18,286		\$ 18,286
University of Oregon	 APSIA Affil.	Patterson School	MA, International Studies (Professional Concentration in International Business)	73	\$ 15,342.25		\$ 15,342
University of Pittsburgh	APSIA	Graaduate School of Public & International Affairs	Master of International Development	48	\$ 20,076	\$ -	\$ 20,076
			Master of Public & International Affairs	48	\$ 20,076		\$ 20,076
University of Southern California	 APSIA	Annenberg School for Journalism & Communication	Master of Public Diplomacy	2 years	\$ 47,173		\$ 47,173
University of Texas at Austin	APSIA	Lyndon B. Johnson School of Public Affairs	Master of Global Policy Studies	49	\$ 10,684		\$ 10,684
University of Washington	 APSIA	Jackson School of International Relations	MA, International Studies	2 years	\$ 14,358	0	\$ 14,358
Yale University	APSIA	MacMillan Center for International & Area	MA, International Relations	48	\$ 36,500		\$ 36,500

TABLE I: Summary of Tuition and Program Fees at Programs Comparable to the Master of International Affairs & Global Enterprise Graduate Degree									
2013-2014 Resident Tuition & Fees (Full-Time Attendance)				Program Credit Hours	Tuition (Resident) (Including Mandatory Fees not Listed under "Additional Fee Amounts")		Additional Program	Additional Program	Total Tuition & Fees
University	College/School/ Department	Program Name	Fee Amounts		Fee Description				
					Per Academic Year	Per Academic Year			
									Per Academic Year
Notes:									
1) One time fees were left out of the fee calculation									
3) APSIA = Association of Professional Schools of International Affairs, Member School. http://www.apsia.org/schools/member-schools/ . (Not an accrediting association.)									
3) APSIA Affil. = Association of Professional Schools of International Affairs, Affiliate Member School. http://www.apsia.org/schools/affiliate-member-schools/ . (Not an accrediting association.)									
4) LCC = Utah Legislative Comparison Schools. See Table II for further information.									

**TABLE II: Status of Similar Programs at Utah Legislative Comparison Schools and PAC 12 Universities
2013-2014 Resident Tuition & Fees (Full-Time Attendance)**

Please note, programs listed in blue, i.e., comparable programs, are included in Table I.

<u>University</u>	<u>Program Name</u>	<u>Program Details</u>
Utah Legislative Comparison Schools		
<u>Utah Public Institutions</u>		
1 Dixie State University	No comparable program.	
2 Snow College	No comparable program.	
3 Salt Lake Community College	No comparable program.	
4 Southern Utah University	No comparable program.	
5 University of Utah	MS, International Affairs and Global Enterprise	See Table I for details.
6 Utah State University	No comparable program.	
7 Utah Valley Univeristy	No comparable program.	
8 Weber State University	No comparable program.	
<u>Utah Private Institutions</u>		
1 Brigham Young University	No comparable program.	
2 LDS Business College	No comparable program.	
3 Westminster College	No comparable program.	
<u>Public, Very Competitive, Research-Intensive Institutions</u>		
1 Colorado State University	MA, Political Science with emphasis in International Relations and a Certificate of Political Economy	IR degree only provides political science classes. The Certificate of Political Economy provides the interdisciplinary approach, with exception of business courses . See Table I for further details .
2 Florida State University	MA, International Affairs	No business courses. See Table I for further details .

TABLE II: Status of Similar Programs at Utah Legislative Comparison Schools and PAC 12 Universities 2013-2014 Resident Tuition & Fees (Full-Time Attendance)		
Please note, programs listed in blue, i.e., comparable programs, are included in Table I.		
<u>University</u>	<u>Program Name</u>	<u>Program Details</u>
3 Kansas State University	No comparable program.	Semi-comparable program if MA in Political Science with Certificate in International Service is completed. The additional certificate option allows (apparently) business courses, however, there is no indication of anthropology or sociology courses. Thus, not comparable.
4 Louisiana State University	No comparable program.	
5 Michigan State University	No comparable program.	Specialization in International Development available to students enrolled in a master's degree at MSU. This combined with an MBA might provide a comparable course of graduate studies. However, the specialization only requires 4 courses in addition to their degree program and does not require law courses. Thus, not comparable.
6 New York University at Buffalo (University at Buffalo)	MA, International Trade	Taught out of the Geography department, but does include courses in business taught within the department. Students are also able to take 2-3 courses in economics, political science, law, and foreign languages. See Table I for further details.
7 Pennsylvania State University	Master of International Affairs	See Table I for details.
8 Purdue University	No comparable program.	Master of Political Science students may study an area of interest in International Relations, but the coursework is not interdisciplinary. Thus, not comparable.
9 SUNY at Albany	No comparable program.	
10 University of California, San Diego	Master of Pacific International Affairs	Track specific and region specific, but core coursework is comparable. See Table I for further details.
11 University of California, Santa Cruz	No comparable program.	

**TABLE II: Status of Similar Programs at Utah Legislative Comparison Schools and PAC 12 Universities
2013-2014 Resident Tuition & Fees (Full-Time Attendance)**

Please note, programs listed in blue, i.e., comparable programs, are included in Table I.

<u>University</u>	<u>Program Name</u>	<u>Program Details</u>
12 University of Colorado, Boulder	No comparable program.	
13 University of Delaware	No comparable program.	University of Delaware does have a degree in International Relations, but the coursework is almost all from the potlitical science department (non-interdisciplinary) and is mostly available to PhD students. Thus, not comparable.
14 University of Hawaii	No comparable program.	
15 University of Illinois	No comparable program.	
16 University of Iowa	No comparable program.	
17 University of Massachusetts	MS, Public Affairs - International Relations	Only political science courses, therefore, not comparable.
18 University of Missouri	No comparable program.	
19 University of South Carolina	Master of International Business	Business and political science courses only, therfore not comparable.
20 University of Tennessee	No comparable program.	
21 University of Washington	MA, International Studies	See Table I for details.
<u>PAC 12 Institutions</u>		
1 Arizona State University	No comparable program.	

**TABLE II: Status of Similar Programs at Utah Legislative Comparison Schools and PAC 12 Universities
2013-2014 Resident Tuition & Fees (Full-Time Attendance)**

Please note, programs listed in blue, i.e., comparable programs, are included in Table I.

<u>University</u>	<u>Program Name</u>	<u>Program Details</u>
2 Oregon State University	No comparable program.	
3 Stanford University	MA, International Policy Studies	See Table I for details.
4 University of Arizona	No comparable program.	
5 University of California, Berkeley	No comparable program.	
6 University of California, Los Angeles	MPP, International Policy	See Table I for details.
7 University of Colorado, Boulder	No comparable program.	
8 University of Oregon	MA, International Studies (Professional Concentration in International Business)	See Table I for details.
9 University of Southern California	Master of Public Diplomacy	Coursework not comparable, but fees have been provided in Table I nonetheless (because of PAC-12 affiliation).
10 University of Utah	MS, International Affairs and Global Enterprise	See Table I for details.
11 University of Washington	MA, International Studies	See Table I for details.
12 Washington State University	No comparable program.	

Notes:

a) "Report to the Utah Legislature Number 2011-5, A Performance Audit of Higher Education Graduation Rates and Excess Hours," p. 2, http://le.utah.gov/audit/11_15rpt.pdf

**TABLE II: Status of Similar Programs at Utah Legislative Comparison Schools and PAC 12 Universities
2013-2014 Resident Tuition & Fees (Full-Time Attendance)**

Please note, programs listed in blue, i.e., comparable programs, are included in Table I.

<u>University</u>	<u>Program Name</u>	<u>Program Details</u>
<div><div>b)</div><div>"Report to the Utah Legislature Number 2011-5, A Performance Audit of Higher Education Graduation Rates and Excess Hours," pp. 7-9, http://le.utah.gov/audit/11_15rpt.pdf.</div><div>This report states that the comparison schools were based on the following criteria:</div><div>"- Very competitive public universities heavily involved in research</div><div>- Public universities heavily involved in research</div><div>- Institutions identified as peer universities</div><div>- Pacific Athletic Conference's (PAC) universities</div><div>"To enable the first two comparisons, we selected public universities that have the same Carnegie classification as the U of U. The Carnegie system classifies universities and colleges by their size, their highest degree awarded, and their research intensity. The U of U is classified, under the Carnegie system, as an institution heavily involved in research."</div></div>		

TABLE III: Calculation of Differential Tuition Impact per Resident Student
Impact on Student (with Residency Status)

Current Estimated Tuition for Full-Time MIAGE Student				
Semester	MIAGE Core Course	MIAGE Elective Course	Credits	Tuition
Semester 1				
	Foundations		3	\$1,669.38
	Political Economy		3	\$690.33
		1 Elective	3	\$690.33
			9	\$3,050.04
Semester 2				
	International Management (Business School Differential Tuition)		3	\$3,082.89
	Methods of Social Research		3	\$690.33
		1 Elective	3	\$690.33
			9	\$4,463.55
Summer Term				
	Multinational Firms		3	\$1,669.38
			3	\$1,669.38
Semester 3				
	Law School Course (Law School Differential Tuition)		3	\$3,523.21
		1 Elective	3	\$690.33
		1 Elective	3	\$690.33
			9	\$4,903.87
Semester 4				
		1 Elective	3	\$1,669.38
		1 Elective	3	\$690.33
			6	\$2,359.71
Estimated Total Cost for Program			36	\$16,446.55
average semester cost			\$	4,111.64
yearly cost			\$	8,223.28

Forecast With Implementation of: Differential Tuition on (a) Foundations Course and (b) Internship Course				
Semester	MIAGE Core Course	MIAGE Elective Course	Credits	Tuition
Semester 1				
	Foundations (MIAGE Differential Tuition)		3	\$3,082.89
	Political Economy		3	\$690.33
		1 Elective	3	\$690.33
			9	\$4,463.55
Semester 2				
	International Management (Business School Differential Tuition)		3	\$3,082.89
	Methods of Social Research		3	\$690.33
		1 Elective	3	\$690.33
			9	\$4,463.55
Summer Term				
	Multinational Firms		3	\$690.33
	Internship Course (MIAGE Differential Tuition)		3	\$3,082.89
			6	\$3,773.22
Semester 3				
	Law School Course (Law School Differential Tuition)		3	\$3,523.21
		1 Elective	3	\$690.33
		1 Elective	3	\$690.33
			9	\$4,903.87
Semester 4				
		1 Elective	3	\$1,669.38
		1 Elective	3	\$690.33
			6	\$2,359.71
Estimated Total Cost for Program			39	\$19,963.90
average semester cost			\$	4,990.98
yearly cost			\$	9,981.95

Notes:

*Tuition based on the 2013 - 2014 estimates provided by UofU's Tuition Schedule:

a) "Graduate; Resident Students - Tuition and Fees per semester; For Summer 2013, Fall

2013, and Spring 2014 (Subject to change without notice)."; Financial Business Services,

b) "Business Masters; Tuition and Fees per semester - Resident; For Summer 2013, Fall

2013, and Spring 2014 (Subject to change without notice)."; Financial Business Services,

c) "College of Law - Students entering 2009-10 and after; Tuition and Fees per semester -

Resident; For Summer 2013, Fall 2013, and Spring 2014 (Subject to change without

d) We are requesting differential tuition at the same rate as David Eccles School of Business, which is currently \$471.17 per credit hour. <http://fbs.admin.utah.edu/download/income/Graduate/BusGraduat>

*Calculation does not reflect any other fees that may be imposed by the University

TABLE IV: MIAGE Revenue Generated from Differential Tuition**Revenue Generated for MIAGE****Enrollment Numbers**

Fall 2013 Enrollment	38
Summer 2013 Enrollment	37
Spring 2013 Enrollment	35
Fall 2012 Enrollment	34
Summer 2012 Enrollment	33
Spring 2012 Enrollment	32
Fall 2011 Enrollment	32
Summer 2011 Enrollment	17
Spring 2011 Enrollment	21
Fall 2010 Enrollment	19
Summer 2010 Enrollment	17
Spring 2010 Enrollment	19
Fall 2009 Enrollment	18
Summer 2009 Enrollment	9
Spring 2009 Enrollment	8
Fall 2008 Enrollment	6

Fall 2013 - Summer 2014

Differential Tuition	Number of Students in Foundations	\$471.17/Cr hr for Foundations Course	Number of Students in Internship Course	\$471.17/Cr hr for Internship Course	Total Range on Differential Tuition
High (assume enrollment level at Fall 2011)	20	\$ 28,270.20	20	\$ 28,270.20	\$ 56,540.40
Mid	15	\$ 21,202.65	15	\$ 21,202.65	\$ 42,405.30
Low	10	\$ 14,135.10	10	\$ 14,135.10	\$ 28,270.20

Notes:

We are requesting differential tuition at the same rate as DESB, which is currently \$471.17 per credit hour. <http://fbs.admin.utah.edu/download/income/Graduate/BusGraduateFeeRes.pdf>

ONLINE MS IN ELECTRICAL AND COMPUTER ENGINEERING

Section I: Request

An online format of the Masters of Science in Electrical and Computer Engineering (MSEE) will be launched in Fall 2015. With this proposal, we request that students enrolled in this online program pay the same tuition rate, regardless of the residency status.

Section II: Need

The MSEE degree is currently offered in a traditional format, on-campus, and offers students the possibility to obtain the degree 1) with a thesis, 2) with a project only, and 3) entirely through coursework. The latter option is the most suited for an online format offering of this program, which requires 30 CH for completion (10 courses).

Currently, the Department of ECE has approximately 110 students enrolled in its MSEE program. The number has been relatively steady over the past five years, attracting primarily students employed by local companies who can obtain support from their employers to pursue further education (e.g., L3 Communications) as well as self-supported foreign and national students. In practice, however, there are numerous engineers working in companies with strong ties to the University of Utah that find it challenging to consider our program due to their location vis-a-vis our campus (e.g., IM Flash, Adobe, Hill AFB and others). Even those companies within easy reach of campus indicated that the availability of an online program would greatly improve the efficiency in providing their employees with the opportunity to pursue further education while minimizing the disruption to their workflow. Electrical and Computer Engineering fulfills a role of strategic importance for the State of Utah. Local employers have repeatedly underscored how their need for

Electrical and Computer Engineering graduates far exceeds the number of our graduates. Through the proposed online option, we will offer the opportunity to an increased number of students to participate in our program, which is the highest ranked ECE graduate program in the State of Utah and is consistently ranked among the top 50 programs in the United States, at par with institutions such as Brown University, Yale University, Vanderbilt, New York University, University of Notre Dame, University of California Irvine, and several other prestigious institutions.

With the proposed online option, we have an outstanding opportunity to increase our market and external visibility by offering the same tuition rate for in-state and out-of-state students, like several peer-institutions. This would allow us to have a market-competitive online MS that will be appealing to large companies employing engineers in neighboring states, such as Micron and Idaho National Engineering Lab located in Idaho.

It should be noted that an online MS ECE offering that is competitively priced for out-of-state students will likely further cement the increased national recognition of our program. In fact, our ECE Department is the fastest-rising ECE Department in the nation in the prestigious graduate ranking of the US News World Report, moving from rank 73 in 2009 to 48 in 2014. By capitalizing on this recognition, as well as the competitive cost, we will be able to attract students to our program who would otherwise select online programs at peer institutions, such as Arizona State, University of Arizona, and others.

In summary, we expect that there will be demand for our online MS in ECE coming from:

- 1) local companies;*
- 2) companies in Utah with strong ties to the University of Utah, but not within easy reach of campus;*
- 3) Utah residents holding a Bachelors in Electrical Engineering that wish to improve their marketability and career opportunities, but are unable to do so due to family and work commitments;*
- 4) companies in neighboring states with strong ties to the U; 5) all students in the US seeking to obtain an MS degree from the fastest rising department in the rankings at a competitive price.*

Section III: Financials

Current tuition for our existing on-campus MS in Electrical and Computer Engineering assuming, for example, that a student registers for six credit hours per semester (two courses), he/she would need five semesters to complete his/her degree. In this case, the cost to the student would be \$2,813.77 per semester, for a total cost to receive the degree of \$ 14,068.85. Out-of state students in the same situation pay \$ 7,838.19 per semester, for a total cost over the five semesters of \$ 39,150.95.

We propose a tuition for the online MS ECE program that will cover the full cost of this program, and that would be the same for in-state and out-of state students. Delivering a degree at a distance has additional costs compared to an on-campus program, because courses have to be recorded, stored and transmitted; teaching assistants have to be available to interact with the remote students; faculty must communicate with the remote students; and exams must be proctored individually. But there is less burden put on other University and State resources, such as facilities, parking, and roads. A student enrolling in six credit hours per semester would pay \$5,054.82 for each semester, for a total of \$25,274.10 for the degree in five semesters.

The online MS ECE track will be competitively priced compared to our peers for both in-state and out-of-state students. Figure 1 shows the in-state cost per credit hour for online MS in Engineering degree at selected competing institutions and it compares that with the proposed tuition for the online MS in ECE at the University of Utah. Figure 2 shows the same graph for out-of-state tuition. It should be noted that several other competing institutions (e.g., UCLA, Penn State, NYU, ASU, MUST, Illinois, Rutgers, and others) have identical in-state and out-of-state tuition per credit hour.

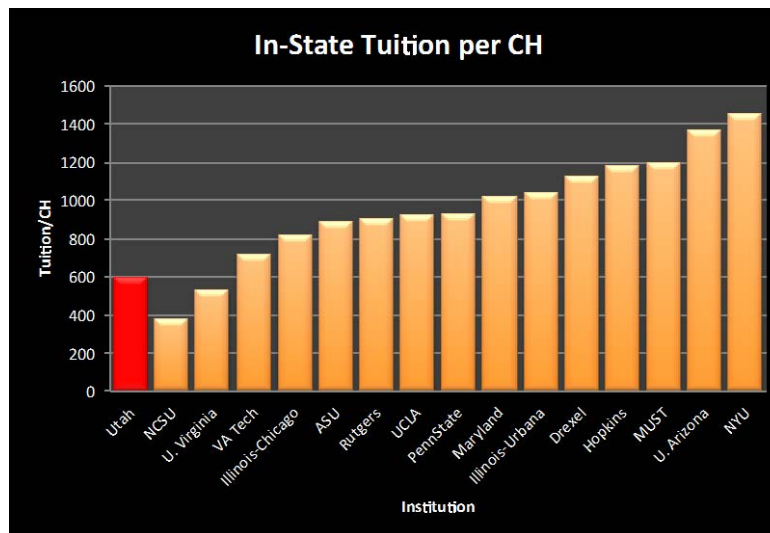


Figure 1: Comparison of the proposed in-state tuition per credit hour for the University of Utah online ECE MS degree with the in-state tuition per credit hour at institutions offering a similar program.

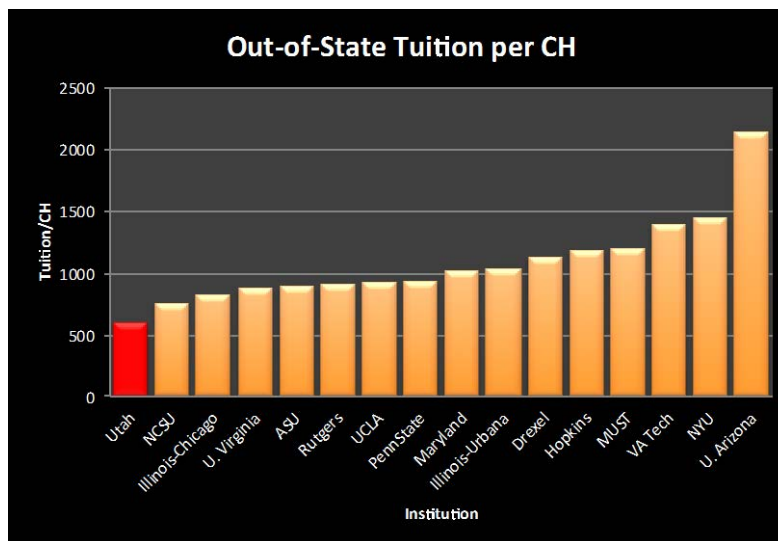


Figure 2: Comparison of the proposed out-of-state tuition per credit hour for the University of Utah online ECE MS degree with the in-state tuition per credit hour at institutions offering a similar program.

In summary, we feel the proposed online MS track in Electrical Engineering will help address the critical local needs for additional engineers with advanced training, thereby fulfilling a role of strategic importance in support of a strong State economy. By being positioned very competitively with other programs in the nation, the program should be able to attract additional top students who can add to the ranking of our institution and the State as they complete their degrees and increase their contributions in our overall economy and society.

6 March 2015

ITEM FOR ACTION

RE: A proposal to establish differential tuition for the Department of Landscape Architecture and Environmental Planning

EXECUTIVE SUMMARY

Utah State University (USU) seeks to establish differential tuition for certain students in the Department of Landscape Architecture and Environmental Planning (LAEP). Differential tuition is necessary to assure nationally competitive programs within LAEP by targeting gaps between LAEP's program and leading peer programs. Funds will be used to address six primary areas of disadvantage that students face in the marketplace: careers, recognition, entrepreneurship, access, technology, and emerging innovations. The resulting funds will directly benefit students by enabling the specialized professional training needed for employment, and will offset the need for new or increased course fees.

Beginning with the 2015-16 academic year, differential tuition will be phased in over a 3-year period. Differential tuition will only be assessed to matriculated and graduate students enrolled in LAEP prefix courses, and will not affect students enrolled in the department's general education courses, or pre-professional program LAEP students. Per credit hour rates will be \$39 in 2015-16, subsequently increasing to \$49 in 2016-17, and \$59 in 2017-18. Though differential tuition will increase the overall cost of an LAEP degree, the program will retain its position as one of the most economical in North America while benefitting students through increased quality of training.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President, Provost, and Vice President for Business & Finance recommend that the Board of Trustees approves establishing a differential tuition for the Department of Landscape Architecture and Environmental Planning.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University is proposing to establishing differential tuition for certain courses in the Department of Landscape Architecture and Environmental Planning (LAEP), and

WHEREAS, The revenue generated by the differential tuition will directly benefit students by enabling the specialized professional training needed for employment, and

WHEREAS, The proposal has been unanimously supported by the LAEP Alumni Advancement Board, officers of the USU Student Chapter of the American Society of Landscape Architects, and the LAEP faculty, and

WHEREAS, The proposal was shared with all LAEP students through multiple means, including two in-person presentations per class, individual printed copies of the full proposal, and via an informational web page, and

WHEREAS, The differential tuition will not apply to non-matriculated or non-LAEP students, and

WHEREAS, The proposal calls for differential tuition for matriculated undergraduate (Junior and above) and graduate students to start at \$39 per credit hour beginning with the 2015-16 academic year, with an additional \$10 per credit hour increase in each of the two following years, and

WHEREAS, The college will no longer add or increase course fees for LAEP courses for which students pay differential tuition, and

WHEREAS, Differential tuition will increase at the same percentage as Tier 1 beginning in 2018-19, and

WHEREAS, The central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships, and

WHEREAS, The proposal has the approval of the President, Provost, and Vice President for Business & Finance of Utah State University:

NOW THEREFORE BE IT RESOLVED, That the Utah State Board of Trustees hereby approve the proposed differential tuition for the Department of Landscape Architecture and Environmental Planning and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education for their approval.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date

**Request for Differential Tuition for the
Department of Landscape Architecture and Environmental Planning
College of Agriculture and Applied Sciences
Utah State University**

Summary.

Utah State University (USU) seeks to establish differential tuition for courses in the Department of Landscape Architecture and Environmental Planning (LAEP). Differential tuition is necessary to assure students' competitiveness within the marketplace by targeting gaps between LAEP degrees and leading peer programs. Funds will be used to address six primary areas of disadvantage that students face in the marketplace: Careers, Recognition, Entrepreneurship, Access, Technology, and Emerging Innovations. The resulting fund will directly benefit students by enabling the specialized professional training needed for employment. The fund will also offset the need for any new or increased course fees for LAEP courses.

Proposal.

USU seeks authorization to implement differential tuition for all undergraduate and graduate courses with the LAEP prefix enrolled in by matriculated undergraduate (Junior and above) and graduate students in the Department. The proposed differential tuition will phase in over three years at the rate of \$39 per credit hour in 2015-16, \$49 in 2016-17, and \$59 in 2017-18. Thereafter, differential tuition will increase at the same percentage as Tier 1. This increase will offset and prevent any new or increased course fees to LAEP courses for which students pay differential tuition.

Based upon current enrollments, this additional tuition would generate ~\$63,000 in the first year. The sole focus of the resulting funds is to invest in critical areas of need to advance the competitiveness of the program and its students. Through a capital campaign, in conjunction with annual fundraising by the alumni Advancement Board and Department contributions, LAEP has raised in excess of \$350,000 to help secure the educational excellence provided to its students, while mitigating personal costs they incur.

In accordance with standard practice, the university's central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships.

Rationale.

LAEP is the 13th oldest program of its kind in North America, and recently celebrated its 75th Anniversary. To assure the profession's ongoing impact, the Department seeks to position students to compete effectively with peers from leading programs nationally by elevating excellence in design education. Increasingly, LAEP is an expensive program to operate, with a small student body and inadequate budget to provide the top quality training desired by students.

Nationally and regionally, peer programs have implemented differential tuition to assure their programs offer graduates a competitive education (see attachment). Similarly, the University of Utah's College of Architecture + Planning implemented differential tuition (\$152.90/cr hr currently) in 2001 to address the costly nature of design education.

This proposal's goal is to elevate the national competitiveness of LAEP's students and programs by the year 2020. The proposal seeks to accomplish this by closing the gap between LAEP students and peers in the best programs nationally while maintaining an exceptionally low cost for each degree. The strategy for doing so focuses upon investing in strategic areas of need through a financial pool, created by differential tuition, that directly benefits students. Job placement, re-accreditation, award-winning student work, and elevated national rankings are projected impacts.

Programmatic Needs.

For students to compete with peers from top-ranked design and planning programs requires exceptional quality coupled with market differentiation. A study of the advantages that leading design schools offer revealed numerous gaps between LAEP and those programs identified as its peer competitors (see attachment). Requests by LAEP students, along with input from faculty, alumni and practitioners since 2008, informed the findings. Through this process, six perennial areas were found which disadvantage graduates from USU:

Careers:

Job placement, internship support, professional preparation.

- Examples:
 - Recruitment programs
 - Portfolio workshops
 - Career placement in leading firms
 - Job fairs

Recognition:

Attaining awareness by peers, decision-makers, stakeholders, community members.

- Examples:
 - Student competition awards
 - Marketing program for graduating students
 - National rankings communication plan
 - Event hosting

Entrepreneurship:

Leadership development and business training.

- Examples:
 - Client engagement, communication and networking
 - Small business start-up and design firm structuring
 - Orientations on CLARB record, malpractice insurance, liability

Access:

Connections with leading minds in the profession and influential landscapes across the globe.

- Examples:
 - Immersion within the professional world & proximity to urban centers
 - Scholars-/practitioner-in-residence
 - World-class speakers
 - Mentoring relationships with firms

Technology

Assuring continual integration of cutting-edge tools and software.

- Examples:
 - Watershed/drainage modeling
 - Renewal/testing of leading technologies
 - Technical staff support
 - Construction testing facilities

Emerging Innovations

Bringing the latest advances in sustainable design, construction and devices to campus.

- Examples:
 - CAD-based 3-D printing facilities
 - Green roof performance demonstration areas
 - Immersive environment simulation labs
 - Design materials library

These six areas of need form the priorities for advancing the excellence of degrees offered in LAEP. Students in LAEP will subsequently benefit from differential tuition through investments in professional preparation that

cannot be met through classes alone. Each of these extracurricular areas is focused upon student employability. Taken together, the six areas form the acronym "C.R.E.A.T.E". Because their purpose is to situate the program and its graduates among the top peers in design and planning by the year 2020, and to retain that quality thereafter, the proposed differential tuition plan is termed the *CREATE 2020 Fund*.

CREATE 2020 Fund : Operationalization.

The *CREATE 2020 Fund* will return students' tuition through direct and indirect benefits. Annual revenues will be used to address the six priority areas, but will uniquely do so through a set of governing principles that distinguish it from other differential tuition structures. The governing principles include:

1. Spirit of entrepreneurship and competitiveness focused on employability,
2. Rapid response to emerging trends in the profession, and
3. Decision-making authority for the *Fund's* use residing collectively with students and faculty.

Utilization of the *Fund* will follow a set of guidelines established heretofore through input from students, faculty and alumni. They include:

- Proposals, submitted twice annually by students and faculty, will put forward requests and ideas for investment of the *Fund's* revenue,
- Only matriculated and graduate LAEP students will pay differential tuition,
- A Steering Committee, consisting faculty and students, will coordinate the call for, organization of, and voting on funding proposals,
- Annual voting on funding proposals will be based on their ability to advance student and program competitiveness,
- Matriculated and graduate LAEP students, along with program faculty, are eligible to vote on funding proposals,
- A discretionary pool will be set aside to fund proposals submitted later in the year, and
- An on-going pool for long-term investments may be created to fund multi-year needs.

CREATE 2020 Fund : Impact on USU Students.

During exit interviews conducted with BLA and MLA students since 2012, 93% of students indicated that they supported the proposal to implement differential tuition in LAEP. Responses were broadly enthusiastic when the direct student benefits were described, along with an outline of the structure of implementation, allocation and oversight. The proposal was unanimously supported by the LAEP alumni Advancement Board (see attachment), officers of the USU Student Chapter of the American Society of Landscape Architects (see attachment), and the LAEP faculty.

Public input sessions with LAEP students during August and September of 2014 resulted in similarly supportive responses. The *CREATE 2020 Fund* proposal was shared with all LAEP students through multiple means, including (2) in-person presentations per class, individual printed copies of the full proposal, and via an informational web page, which included an FAQ's (see attachment), the publicly presented slideshow, and a downloadable copy of the proposal. Additional means for input included an anonymous online survey.

Differential tuition resulting from the *CREATE 2020 Fund* will only be assessed to undergraduate students who have matriculated into the upper division, professional LAEP program, and to graduate students in the program. A matriculated undergraduate would pay an average of \$480 additional per semester the first year, while a graduate student would pay on average \$515 additional per semester. In the second year, matriculated undergraduate students would pay an additional \$123 per semester, with graduate students paying an additional \$132 per semester. In the third year, matriculated undergraduate students would pay an additional \$123 per semester, with graduate students paying an additional \$132 per semester.

Increases in overall degree costs would not appreciably change the affordability of the program compared to peer programs in the Intermountain West or nationally. Currently, LAEP offers the 3rd lowest tuition of all accredited

Bachelor of Landscape Architecture (BLA) degrees (see attachment). The Master's of Landscape Architecture is similarly ranked. With only modest increases in funding the program can offer a top-ranked degree that carries the benefits of programs costing two or more times as much. Even following full implementation of differential tuition for the *CREATE 2020 Fund*, the affordability of LAEP's degrees will remain exceptional compared with peer programs.

In addition, because the substantial direct benefits to students will mean their degrees provide them with an enormous array of advantages that they currently lack, LAEP students will be able to compete more effectively against graduates from better-funded schools. Consequently, existing students will be more satisfied with the program, and potential students will be more readily recruited, as creative ideas for improvement in the program are backed with finances to make those desires achievable.

CREATE 2020 Fund : Administration and Oversight.

Following approval of this proposal, the LAEP department head, in consultation with the dean of the College of Agriculture and Applied Sciences, will appoint a Steering Committee to oversee operation of the *Fund*. The Committee will consist of (1) student representatives each from the Junior and Senior undergraduate classes, (1) student representatives each from the 3 years of the graduate program, (2) LAEP faculty members, and (1) member of the LAEP Advancement Board, and will be chaired by the department head. The Committee will establish specific procedures and a calendar of events.

Operation of the Committee and utilization of the *Fund* will be transparent, and will be communicated to the student body. Biannual reports, including a list of proposals funded and unfunded, and accomplishments, will be provided to the student body, the faculty, the Advancement Board, and the dean of the College of Agriculture and Applied Sciences.

Additional Revenue Streams.

Additional revenue to support students and their programs has been aggressively sought from numerous sources since 2008. Substantial gains have been made in the diversity and amount of funds garnered to support student education in LAEP. Those dollars are lessening the demands on students personally, while elevating the quality of education each receives. Examples include:

Private Support:

- \$350,000+ raised from alumni gifts in *LAEP's 75th Anniversary Campaign*. Included were LAEP's first-ever planned gift agreements, creating long-range program support.
- 500% increase in privately funded scholarships since 2008 (\$15,000 in awards for '14 vs. \$3,000 in '08).
- \$75,000 raised by our alumni Advancement Board to fund capital projects for teaching.
- LAEP faculty members personally fund both a BLA and an MLA scholarship (\$1,000/ea), the first in the College of Agriculture & Applied Sciences.

Industry Support:

- Regional landscape architects annually volunteer 200+ hr/yr in Student Mentor Program.
- Utah Chapter of ASLA (American Society of Landscape Architects) invested \$25,000 to create an annual scholarship in 2012.
- Practitioners annually donate \$15,000+ of billable hours in support of LAEP studios, lectures, and project planning.
- \$20,000 of sponsorship was raised for the *75th Anniversary Celebration*.

Institutional Support:

- College of Agriculture & Applied Sciences has underwritten classroom remodels in LAEP, as well as providing needed student advising personnel.
- USU Facilities has supported LAEP through cost-matches on various projects.

- LAEP has invested Operating funds to remodel studio teaching environments, replace hardware and software, and underwrite visits by distinguished speakers.

Student-generated Revenue:

- *Community Design Teams*, a service-learning outreach program, now generates a basic Operating Budget for our Student Chapter of ASLA.
- Student leaders have sought and secured USU/SA grants, as well as community grants (e.g., Wal-Mart) to underwrite classroom projects.

Program-generated Revenue:

- RCDE course development has enabled funding of a local practitioner to teach graphic communication.
- LAEP was chosen to host the 2016 Council of Educators in Landscape Architecture conference (estimated host revenue: \$16,000).
- Grantsmanship among LAEP faculty has risen annually, providing overhead annually. External funds raised have risen from \$40,000 in 2008, to an average of \$194,000 (\$10.2M submitted since 2008).

Tuition at Other Programs.

The average annual tuition for an accredited BLA program in North America was \$11,115 in 2013 (see attachment). LAEP is the only program of its kind within the State of Utah. In the Intermountain West, similar programs include:

Washington State University

- BLA: \$12,545/yr
- Differential tuition? No

Arizona State University

- BLA: \$10,002/yr
- Differential tuition? Yes

Colorado State University

- BLA: \$9,313/yr
- Differential tuition? No

University of Nevada—Las Vegas

- BLA: \$6,570/yr
- Differential tuition? Yes

By comparison, based upon current USU tuition, an average matriculated BLA student in LAEP would pay only \$6,184 per year after full implementation of the *CREATE 2020 Fund* in 2017-18. Based upon tuition projections, LAEP's BLA degree would offer the 6th lowest tuition in North America following the third year of phasing (2017-18) in the *CREATE 2020 Fund*. The MLA will remain comparably affordable in comparison to programs nationally.

Student and Market Demand for the Program.

Landscape architecture is a profession that requires licensure in all 50 states. Graduation from an accredited BLA or MLA program is virtually mandatory for obtaining licensure. The U.S. Dept. of Labor found 26,000+ employees in the profession nationally, with ~16,000 being licensed landscape architects. Some 70% of those are employed in the private sector.

A 14% growth rate has been projected by the Federal Government for the profession for the 10-year period ending in 2022 (vs. 10% for the overall labor force). The National Endowment for the Arts, in assessing jobs reported through its "Artist Employment Projections Through 2018", listed landscape architecture as having the 3rd highest growth rate (20%). Based upon a national survey of intent to hire, 40% of landscape architecture firms intended to add one or more employees in 2013.

Competitiveness in student job placement and other criteria have bearing on how design programs attract students. Remaining one of the most economical programs in North America while offering exceptional quality will make USU's degrees more attractive, resulting in a better return for graduates' investments and improved applicants.

Potential Earnings Capacity of Program Graduates.

According to the 2013 independent survey of graduating BLA and MLA students in the U.S., starting salaries averaged \$41,800 and \$44,100, respectively. Those figures represent increases of 19.4% and 16.1% over a decade. Based upon the 2010-11 annual survey of the American Society of Landscape Architects, the average salary for a landscape architect was \$78,600. For 2014, estimated median salaries for landscape architects in the U.S. range from \$64,180 (Bureau of Labor Statistics) to \$81,300 (Salary.com), with 90th percentile earnings at ~\$104,000.

Increased competitiveness of graduates from LAEP programs will impact job placement success, viability in broader market areas, career mobility, and compensation. Based upon initial hiring wages, additional tuition costs would be recouped within 2 years of graduation if the graduate earns only 2% due to more competitive placement or negotiation. National surveys of graduating students in the field reveal a rise in anticipated starting salaries of 9.5% from 2013 to 2014 for undergraduates. This rise is mirrored in MLA salaries (11.4% rise), and reveals the health of the marketplace for hiring. As a result, students who are viable hires will experience economic returns.

Societal Importance of the Program.

Formed in 1939, Utah State University's LAEP program boasts over 1400 living alumni, which include some of America's most award-winning practitioners. It is the oldest and most influential program in the Intermountain West, yet its graduates practice across the U.S. as well as internationally.

The profession and its licensure statutes are based upon the critical role landscape architecture provides for the public's health, safety and welfare. These expectations are governed through strict national licensure standards. The core principles for licensure are the "3 E's": education, examination and experience. It is the responsibility of programs accredited under the Landscape Architecture Accreditation Board (LAAB) to meet the prior principle through rigorous graduate and undergraduate professional degrees. LAEP was fully reaccredited in 2011, making it one of the 26 programs with both accredited BLA and MLA degrees. Only USU and Arizona State University offer both degrees within the Intermountain West.

COMPARABLE PROGRAMS

LAEP Peer Programs

Ball State Univ.
Cal Poly – Pomona
Clemson Univ.
Cornell Univ.
Iowa State Univ.
Louisiana State Univ.
Ohio State Univ.
Pennsylvania State Univ.
Rutgers Univ.

Texas A&M Univ.
Texas Tech
Univ. of Florida
Univ. of Georgia
Univ. of Illinois
Univ. of Maryland
Univ. of Oregon
Univ. of Washington
Virginia Tech

Additional Top-ranked Programs

Kansas State Univ.
Harvard Univ.
Cal Poly – SLO

Purdue Univ.
Univ. of Pennsylvania

Landscape Architecture Programs w/ Differential Tuition:

Arizona State Univ.	Univ. Arkansas
Boston Architectural College	Univ. of Georgia
Iowa State Univ.	Univ. of Idaho
North Dakota State Univ.	Univ. of Illinois
Pennsylvania State Univ.	Univ. of Nevada – Las Vegas
Texas A&M Univ.	Univ. of Oregon
Univ. of Arizona	



CREATE 2020 Fund

DIFFERENTIAL TUITION FAQ'S

What is CREATE 2020?

The CREATE 2020 Fund is a key component in elevating LAEP's national competitiveness, which has resulted from 5 years of intensive rebuilding and investment in the Department. The Fund's purpose is to position students in LAEP to compete effectively with peers from leading programs nationally by elevating excellence in design education.

What is the goal of CREATE 2020?

The Fund will help elevate national ranking of LAEP's students and programs to the Top 10 by the year 2020. It will also transform the creative, entrepreneurial process of the students by enabling the best solutions for competitiveness to be proposed, funded and accomplished.

Why is CREATE 2020 needed?

LAEP is proud to offer some of the lowest BLA and MLA tuition in the nation, its degrees are expensive program to operate. With a small student body and inadequate budget, it is impossible to provide the top quality experience desired by students. However, with only modest increases in funding we can offer a top-ranked degree that carries the benefits of programs costing 2-5x as much.

What is the strategy behind CREATE 2020?

The Fund will close the gap between LAEP students and peers in the best programs nationally while maintaining an exceptionally low degree cost. By investing in strategic areas of need (see "CREATE 2020 Fund Proposal"), the financial pool created by differential tuition will directly benefit LAEP students.

Has CREATE 2020 been reviewed by others?

The proposal was first proposed to our College administration in 2010. Since 2012, graduating LAEP students have also provided their input, during their exit interviews, on implementing differential tuition. To date, CREATE 2020 has been shared with student ASLA leaders, the LAEP alumni Advancement Board, two deans, the current provost, and Pres. Stan Albrecht. The current process is a result of the unanimous support of all of these groups, and the President's direction to seek input from the full student body.

How will CREATE 2020 funds be used?

CREATE 2020 focuses on six strategic areas of need. Those areas form the acronym *CREATE*: Careers, Recognition, Entrepreneurship, Access, Technology, Emerging areas. An explanation of each area is provided in the CREATE 2020 Fund Proposal. Also described is a sample of what the Fund could enable during one academic year. However, specific investment of the funds will vary from year to year.

Who will decide how the CREATE 2020 Fund is invested?

Each year, a call for proposals will ask all students and faculty to submit plans for the Fund's investment. A steering committee, made up of students and faculty, will oversee submittals. Faculty and matriculated students will vote upon the approved proposals based upon their capacity to advance LAEP's national competitiveness.

What will I pay toward the CREATE 2020 Fund?

Only matriculated students in LAEP programs will pay the differential tuition. Tuition is per student credit hour (SCH), with rates set at \$39/SCH (2015/16), \$49/SCH (2016/17), and \$59/SCH (2017/18). The 3-year phased implementation, along with a breakdown of tuition amounts it results in, is provided in the CREATE 2020 Fund Proposal. Following that time, differential tuition will increase at the same rate as regular tuition.

How can I provide input on CREATE 2020?

Student input is critical to the successful planning for and operation of CREATE 2020. The Fund relies upon students and faculty annually bringing their best ideas, evaluating proposals, and choosing the most effective strategies for each year's funding. LAEP is seeking student input on the Proposal through feedback provided through 1) the Questions/Comments link, 2) by talking with faculty or student representatives, and 3) through class meetings with students.

What are the next steps for CREATE 2020?

Following input from LAEP students, the proposal will be updated and prepared for a final review by Dean White, Provost Cockett, and then Pres. Albrecht. The resulting document will be formatted to USU policy standards (i.e., R401 structure), and then submitted for formal review and approvals. This process will occur in Fall of 2014, though final steps may not be completed until Spring of 2015. If successful, CREATE 2020 would begin Fall of 2015. This would include creation of the steering committee, the first phase of differential tuition changes, and the first year of investments.

6 March 2015

ITEM FOR ACTION**RE:** A proposal to increase differential tuition for the Jon M. Huntsman School of Business**EXECUTIVE SUMMARY**

Utah State University (USU) seeks to increase differential tuition for students in the Jon M. Huntsman School of Business. The purpose of Utah State University's Jon M. Huntsman School of Business is to be a career accelerator for its students and an engine of growth for the community, state, nation and world. The dynamics of the higher education market place that have caused publicly funded professional schools, including colleges of business, at universities throughout the country to adopt differential tuition increases are well known. The cost of hiring new faculty continues to escalate due to a relative shortage of new faculty compared to retiring faculty across the country. Indeed, business school faculty salaries have increased more rapidly than other faculty salaries over the last 20 years.

Since differential tuition was initiated in Fall 2007, it has had a dramatic, positive impact on the Huntsman School of Business. Largely as a result of differential tuition, we have hired outstanding faculty members to meet our enrollment growth and educational and programmatic needs despite significant cuts in state appropriations.

The proposal calls for three consecutive years of increases for both upper-division undergraduate courses and for graduate courses. The upper-division, undergraduate per credit increases will be \$20 for each of the three years; the graduate per credit increases will be \$40 for each of the three years.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President, Provost, and Vice President for Business & Finance recommend that the Board of Trustees approves an increase of a differential tuition for the Jon M. Huntsman School of Business.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University is proposing to increase differential tuition for certain courses in the Jon M. Huntsman School of Business, and

WHEREAS, Differential tuition has had a dramatic, positive impact on the Huntsman School of Business since it was implemented in 2007, and

WHEREAS, The proposed differential tuition has been discussed widely with the general student body of the Huntsman School, and specifically with members of the Huntsman School of Business Student Council and USUSA student officers, and

WHEREAS, The proposal calls for differential tuition for undergraduate, upper-division courses to increase by \$20 per credit hour beginning with the 2015-16 academic year, with an additional \$20 per credit hour increase in each of the following two years, and

WHEREAS, The proposal calls for differential tuition for all graduate level business courses to increase by \$40 per credit hour beginning with the 2015-16 academic year, with an additional \$40 per credit hour increase in each of the following two years, and

WHEREAS, The revenue generated from differential tuition is to be used for many critical college needs, including hiring outstanding faculty and enhancing programs that directly benefit students, and

WHEREAS, The central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships, and

WHEREAS, Differential tuition will increase at the same percentage as Tier 1 beginning in 2018-19, and

WHEREAS, The proposal has the approval of the President, Provost, and Vice President for Business & Finance of Utah State University:

NOW THEREFORE BE IT RESOLVED, That the Utah State Board of Trustees hereby approve the proposed differential tuition increase for the Jon M. Huntsman School of Business and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education for their approval.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date

Request for Differential Tuition Increase
Jon M. Huntsman School of Business
Utah State University
March 6, 2015

Summary of Proposal

The purpose of the Jon M. Huntsman School of Business at Utah State University is to be a career accelerator for our students and an engine of growth for our community, the state, the nation and the world. Our overarching, strategic goal is to build a top tier college of business. Students, faculty, alumni and friends, and the university's administration are all united in this objective. An historic gift of \$25 million from Jon Huntsman, together with differential tuition increases, modeled on an approach adopted earlier by the University of Utah's Eccles School of Business and approved by the Utah State Board of Regents in 2007 and 2011 greatly accelerated progress toward this end. Responding to a similar challenge, the Eccles School sought and received permission from the Regents in March 2014 for an additional round of differential tuition increases. Based on similar needs, we now seek an extension of differential tuition for the Huntsman School of Business, as follows:

Undergraduate Program: Undergraduate students in the Huntsman School of Business currently pay differential tuition of \$97 per credit hour for upper-division business school courses (courses numbered 3000-5999). The proposal is to increase differential tuition by \$20 per credit hour for upper-division courses beginning with the 2015-16 academic year, with an additional \$20 per credit hour for each of the two following years. The proposal also includes an increase in differential tuition at the same percentage as Tier I tuition. At 20 credits (the average number of upper-division business-school credits taken by year), the proposed differential tuition increase would add \$400 to the current cost of tuition each year for the next three years.

Graduate Program: Graduate students in the Huntsman School of Business currently pay differential tuition of \$349 per credit hour for graduate level business school courses (courses numbered 6000 and higher). The proposal is to increase differential tuition by \$40 per credit hour for all graduate courses beginning with the 2015-16 academic year followed by \$40 per credit hour increases for each of the two following years. The proposal also includes an increase in differential tuition at the same percentage as Tier I tuition. The proposed differential tuition increase would add \$1,320 to the current cost of graduate tuition each year for the next three years.

In accordance with standard practice, the university's central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships.

Rationale for Increasing Differential Tuition

1. Hiring Outstanding Faculty

Since implementing differential tuition in 2007, the majority of the monies raised have gone to pay faculty salaries. The cost of hiring new faculty has continued to escalate due to a relative shortage of new faculty compared to retiring faculty across the country. Indeed, business school faculty salaries have increased dramatically over the past few years. This trend is true in every business discipline.¹ Additionally, there is a 36 percent cost premium to hiring business faculty relative to non-business faculty.²

Chart 1 – Starting Salaries of Faculty by Business Discipline



Since differential tuition was initiated for undergraduate and graduate students in 2007, it has had a dramatic, positive impact on the Jon M. Huntsman School of Business. Largely as a result of differential tuition, we have been able to provide funds to augment salary offers, or to hire new faculty solely on differential tuition monies. Since 2007, we have hired 37 outstanding tenured or tenure-track faculty members, and 52 new faculty members overall. In FY 2014-2015, 37 faculty members, and 18 staff members, are being partially or fully supported by differential tuition monies.

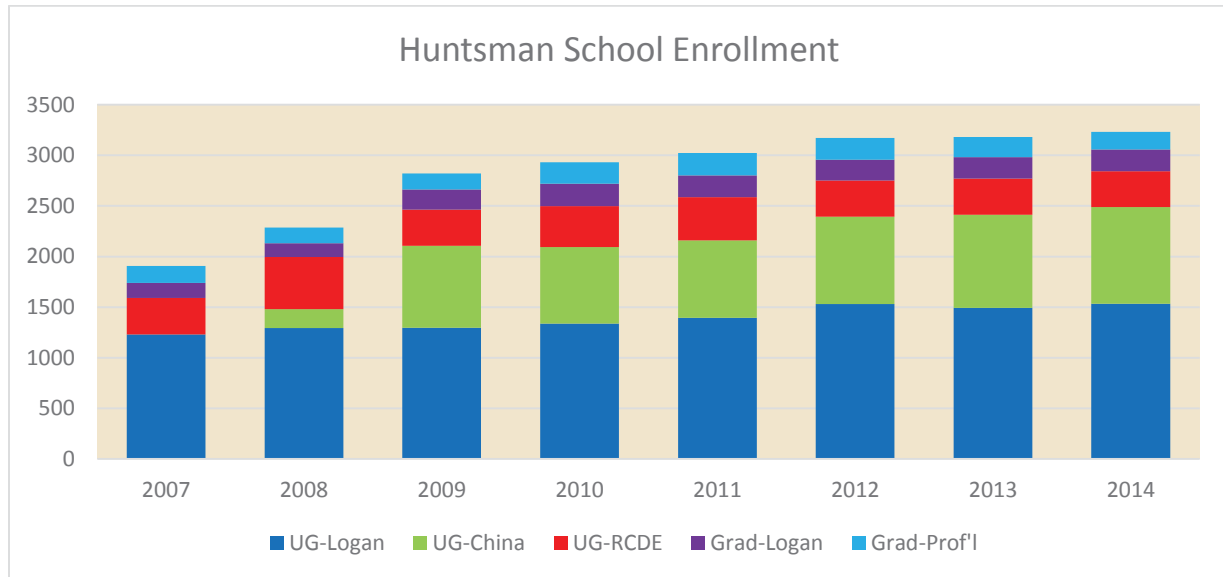
We have been able to hire these outstanding faculty and staff members to meet our enrollment growth (see chart 2), and educational and programmatic needs despite a 22 percent cut in legislature-appropriated and base tuition allocated monies from 2009-2011. Given budget realities in higher education, there is no option other than to increase differential tuition to directly address the challenge of the insufficiency of funding relative to the cost of hiring faculty.

¹ AACSB eNewsline, "Professor Salaries By Discipline Set - What's the Trend?," October 1, 2014, p. 2

² College and University Professional Association for Human Resources (CUPA-HR) Survey, 2013

At the same time as we have seen rising costs for faculty and declining support from legislative and allocated monies, we continue to experience increasing demand for our services. Chart 2 shows enrollment growth in the Huntsman School since 2007.

Chart 2 – Enrollment Growth in the Jon M. Huntsman School of Business



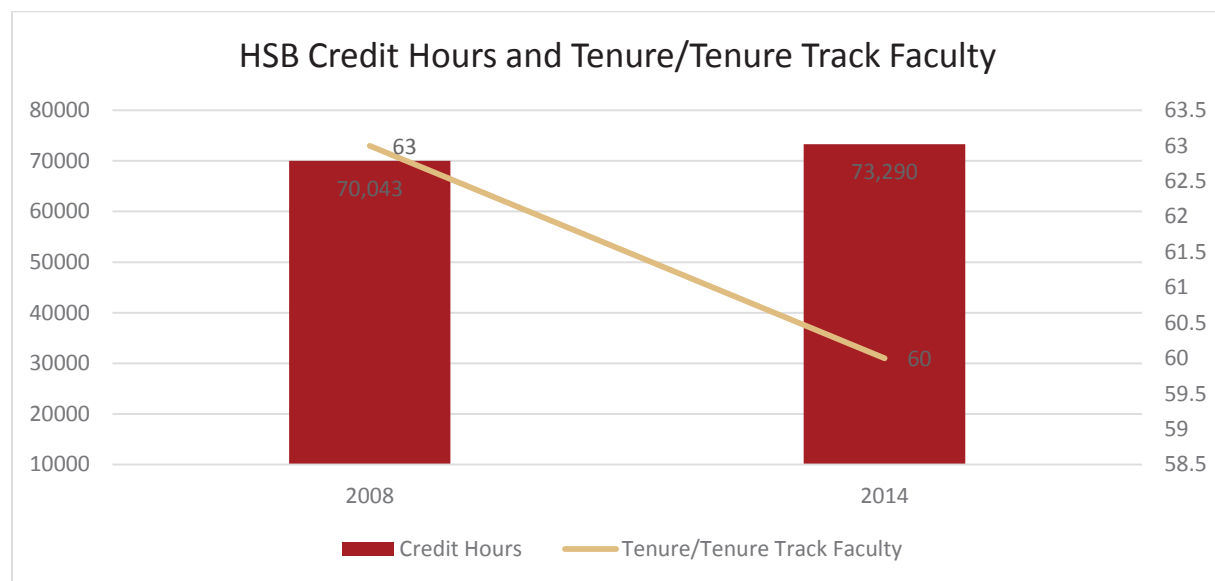
2. Increased Faculty Efficiency

Since 2008, student credit hours (SCH) in undergraduate business courses have grown, as we see from Chart 3 below. There is high demand for the school's business programs, and we are planning for continued future growth.

The school has thus far absorbed this growth through increased efficiency. Growth in our tenured/tenure-track faculty positions has not kept up with this growth in student credit hours, as also demonstrated by Chart 3 below. Despite hiring new tenure/tenure-track faculty, these hires have been offset by faculty departures.

Thus, the majority of the growing need for teaching has been absorbed by using more adjunct faculty and lecturers. Although we have been extremely efficient in absorbing increasing student demand for our programs, we have pushed the boundaries with respect to our AACSB accreditation requirements. Accredited institutions must maintain at least 50% coverage for tenure/tenure-track (or other academically qualified) faculty. In our Masters programs, the expectation is that we will achieve over 60%. We are currently hovering near the minimum 50% coverage rate for undergraduate programs, and 60% for graduate programs. Thus, to maintain coverage, we must hire more tenure-track faculty. With an accreditation visit coming in 2017, we need to make progress towards this coverage metric.

Chart 3 – Faculty Efficiency



3. Programs that Benefit Students

The largest non-faculty salary use of differential tuition monies has been in programs that directly benefit our students. Differential tuition has allowed us to hire professionally-qualified, non-tenure track faculty and staff who add value for our students by providing real-world learning experiences that complement research-based discovery. Some examples include:

- A. **Career Acceleration.** “Career Acceleration” is one of the core purposes of the Huntsman School. We have added specialists who benefit all of our students by helping arrange career exploration opportunities, and connect students and employers for internships and placement opportunities. These staff members are now housed in the new FJ Management Center for Student Success. Differential tuition monies have helped our career acceleration program take off from two trips and two workshops in 2008, to 17 career exploration trips and 14 career workshops during the 2013-2014 academic year. From these experiences, we are seeing a continual increase in the quantity and quality of placement (See charts 4-6).

Chart 4 – Career Exploration Trips and Workshops

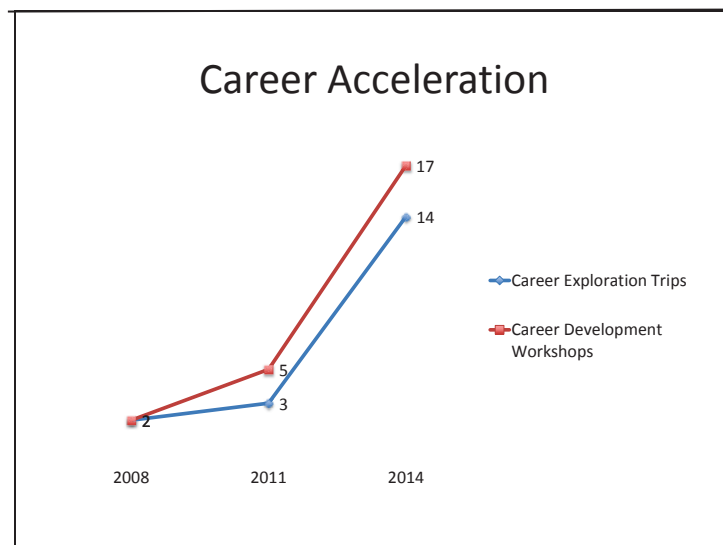
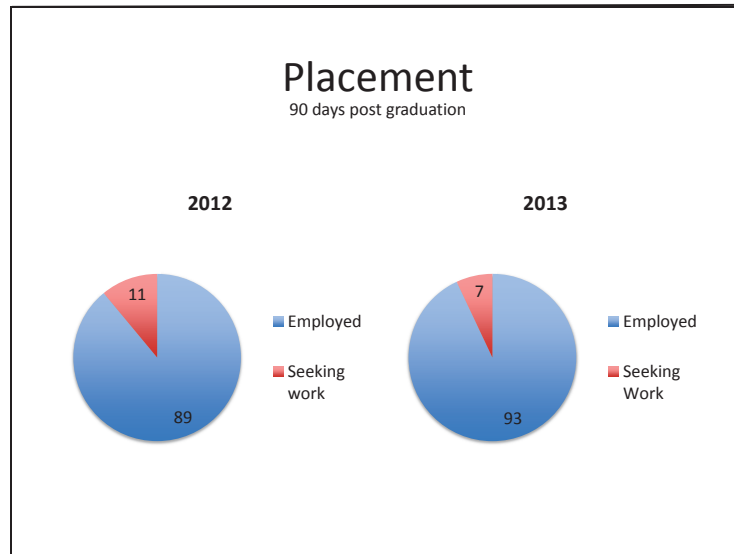
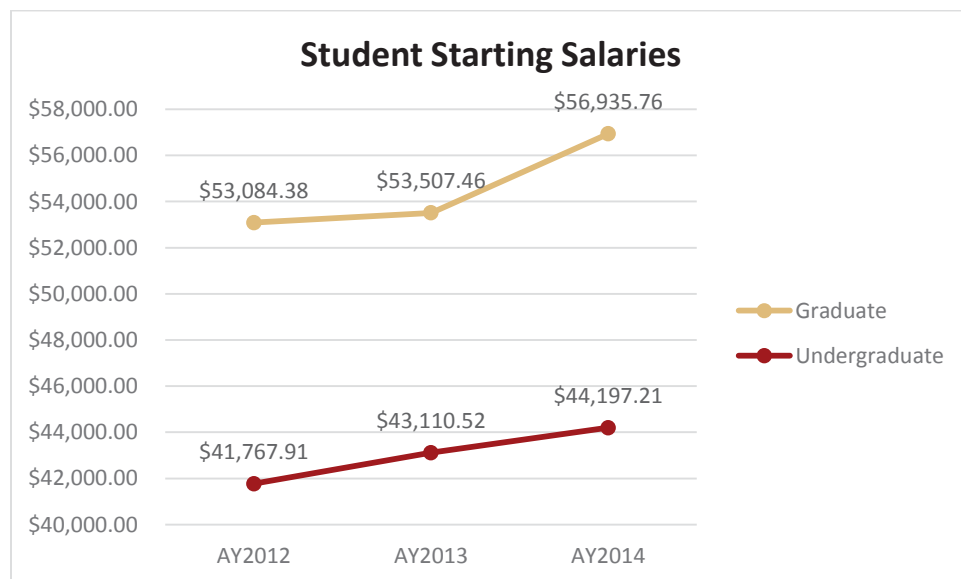


Chart 5 – Placement



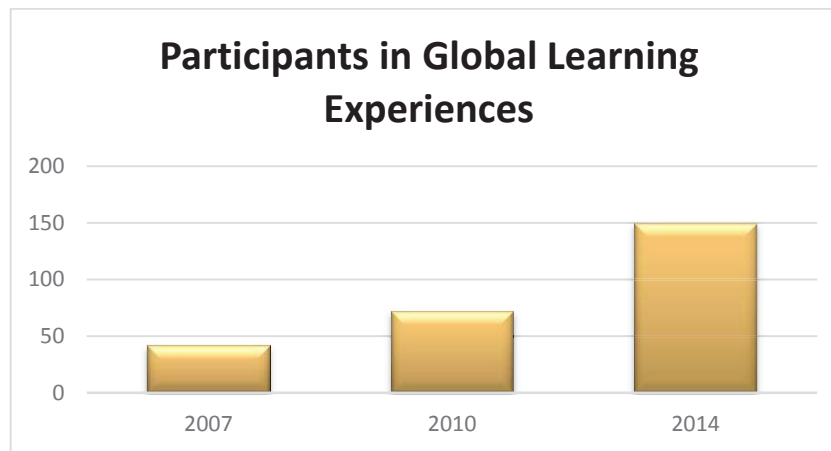
Not only has placement improved, but students are benefitting from an increase in the salaries they receive upon graduation:

Chart 6 – Starting Salaries for Students



- B. **Study Abroad.** Global vision is a strategic pillar of the Huntsman School. We offer several Global Learning Experiences ranging from 7-21 days. In the 2013-2014 academic year, 150 students went on faculty-led learning experiences to China, Japan, Western and Eastern Europe, and South America, and visited both private and public sector organizations to better understand the global economy in operation and to understand and experience the impact of culture on business.

Chart 7 – Participants in Global Learning Experiences



- C. **Entrepreneurship Program.** Entrepreneurial Spirit is also a strategic pillar of the Huntsman School. Participation in entrepreneurship classes and programs has skyrocketed. We have over 300 students, many from other colleges on campus, participating in program activities. Several student-run business have launched and are making an impact. Student interns with the Small Enterprise Education and Development (SEED) program have taught hundreds of budding entrepreneurs in Peru and Ghana about enterprise creation and helped to manage 258 loans that have created sustainable businesses in local communities in Ghana and Peru, providing an engine of growth and transforming lives.
- D. **Student Clubs.** Huntsman School students are engaged in extracurricular activities, and we support 20 student clubs. These clubs range from industry-specific clubs such as our award-winning Institute of Management Accountants (IMA) and Beta Alpha Psi (BAP) organizations for accounting students, the Finance & Economics Club, the Huntsman Marketing Association, to issue-based clubs such as the Society for the Advancement of Ethical Leadership, the Entrepreneurship Club, the Leaders for Continuous Improvement Club, and the Women in Business Association. These clubs provide a tremendous resource for career development, with many participating in career exploration trips and hosting practitioners in their respective fields.

- E. **Curriculum Improvements.** Two of the more significant initiatives of restructuring our undergraduate core curriculum are to infuse critical thinking and communication skills, and to provide a course in Foundations of Business and Leadership course that frames the broad field of business and economics in the global economy and sets a culture of rigor for all business students.
- F. **Software/Hardware support.** We run four classroom/open access computer labs, with a total of approximately 170 computers. With the exception of a finance course, these labs are used almost exclusively to teach MIS courses. In addition, the MIS department maintains 8 servers that host software applications and provide storage space for various courses. Many courses overlap in their use of software packages (for example, at least three courses use Microsoft Visual Studio, while three others use Microsoft SQL Server).

Should this proposal be approved, the existing cost for this technology support will be covered through the additional resources gained through this proposal. However, if the proposal is not approved, additional course fees will be required to continue to support the labs.

These experiential learning opportunities are an important sampling of the great activities that are made possible by differential tuition. It is the intention of the Jon M. Huntsman School of Business to continue to use additional differential tuition monies to invest in outstanding faculty and in programs that benefit students.

Cost Impact

Undergraduate Program. This proposal only affects *upper-division business courses* within the Huntsman School of Business. Upper-division business courses represent just a portion, approximately one-third, of the total number of courses required for graduation, thus mitigating the overall cost impact of this proposal on tuition.

Undergraduate students in the Huntsman School currently pay differential tuition of \$97 per credit hour for upper-division business school courses (courses numbered 3000-5999). The proposal is to increase differential tuition by \$20 per credit hour for upper-division courses beginning with the 2015-16 academic year, with an additional \$20 per credit hour for each of the two following years. The proposal also includes an increase in differential tuition at the same percentage as Tier I tuition increases.

For the typical full-time, upper-division undergraduate student, the differential would apply to six-to-seven out of 10 courses per year during the junior and senior years, or 20 out of 30 credits per year. At 20 credits, the proposed differential charge would add \$400 to the current cost of tuition each year for the next three years.

Graduate Program. The proposed increase in graduate differential tuition will apply to all of our master's degree programs, including those in economics, information systems, human resources, accounting and business administration.

Graduate students in the Huntsman School currently pay differential tuition of \$349 per credit hour for graduate level business school courses (courses numbered 6000 and higher). The proposal is to increase differential tuition by \$40 per credit hour for all graduate courses beginning with the 2015-16 academic year followed by \$40 per credit hour increases for each of the two following years. Also, the proposal includes an increase in differential tuition at the same percentage as Tier I tuition.

The proposed differential charge would add \$1,320 to the current cost of tuition to the typical graduate student each year for the next three years. The proposal also includes an increase in differential tuition at the same percentage as Tier I tuition increases.

Cost Comparisons

To demonstrate the cost impact compared to other schools of business, we selected competitive peer institutions, competitive western land grant institutions, and other regional public institutions that compete for many of the same students we recruit.

Undergraduate. We analyzed and compared the typical cost for an upper-division undergraduate for one-year. Table 1 shows the typical total annual cost for an undergraduate business student at the selected institutions.

Table 1: Total Annual Cost of Undergraduate Business Programs³

Institution	Resident				Non-Resident			
	Tuition	Diff. Tuition	Fees	Total Cost	Tuition	Diff. Tuition	Fees	Total Cost
U. of Arizona ⁴	\$9,576	\$1,800	\$1,026	\$12,402	\$27,374	\$1,800	\$1,026	\$30,200
Arizona St. ⁵	\$10,284	included	\$923	\$11,207	\$24,630	included	\$923	\$25,553
Colo. St. ⁶	\$10,118	\$1,660	\$2,029	\$13,807	\$24,048	\$1,660	\$2,029	\$27,736
U. of Colorado ⁷	\$15,882	included	\$1,674	\$17,556	\$34,416	included	\$1,674	\$36,090
U. of Nebraska ⁸	\$6,480	\$1,040	\$1,152	\$8,672	\$20,400	\$1,040	\$1,152	\$22,592
Washington St. ⁹	\$11,396	\$0	\$1,002	\$12,398	\$24,478	\$0	\$1,002	\$25,480
U. of Utah ¹⁰	\$6,970	\$2,780	\$946	\$10,696	\$24,411	\$2,780	\$946	\$28,137
Utah St. ¹¹	\$5,454	\$1,940	\$930	\$8,323	\$17,561	\$1,940	\$930	\$20,430

³ Cost calculations assume students take 30 credit hours per year, with 20 credit hours of business classes.

⁴ <http://www.bursar.arizona.edu/students/fees/>. Students in business programs pay differential tuition on all of their credits, but differential tuition is subject to a 12 credit differential plateau.

⁵ <https://wpcarey.asu.edu/undergraduate-degrees/tuition>

⁶ http://registrar.colostate.edu/Data/Sites/1/pdf/Undergraduate_Colorado_Resident_Base_Tuition_and_Fees.pdf

⁷ <http://bursar.colorado.edu/tuition-fees/tuition-and-fees-rate-sheets/>. Differential tuition is charged on all credit hours for business majors.

⁸ <http://admissions.unl.edu/cost-aid/tuition-fees.aspx>

⁹ <http://admission.wsu.edu/scholarships/cost.html#>

¹⁰ <http://fbs.admin.utah.edu/download/income/FreshSophRes/FreshSophTuitionRes.pdf>

Graduate. For purposes of graduate program comparison, we chose two different comparisons: (1) the cost of the full-time, on-campus MBA programs at these same institutions as the undergraduate programs listed above (Table 2); and (2) the cost of a part-time, professional MBA at selected, regional institutions that often compete for the same professional students (Table 3).

Table 2: Total Cost of a Full-time, On-campus MBA Program¹²

	Resident	Non-Resident
Institution	Total Cost	Total Cost
U. of Arizona ¹³	\$48,592	\$80,296
Arizona St. U. ¹⁴	\$53,000	\$84,000
Colo. St. U. ¹⁵	\$36,588	\$62,934
U. of Colorado ¹⁶	\$37,232	\$66,284
U. of Nebraska ¹⁷	\$18,708	\$50,172
Washington St. U. ¹⁸	\$24,500	\$49,000
U. of Utah ¹⁹	\$49,800	\$49,800
Utah St. U. ²⁰	\$25,437	\$43,425

Table 3: Total Cost of a Professional MBA Program

Institution	Total Cost
Arizona State University ²¹	\$53,000
University of Utah ²²	\$55,200
Brigham Young University ²³	\$45,000
Westminster ²⁴	\$52,000
University of Colorado ²⁵	\$49,200
University of Denver ²⁶	\$85,706
Utah State University ²⁷	\$28,900

¹¹ <http://www.usu.edu/admissions/tuition-costs/calculator.cfm>

¹² Some programs require an international experience as part of the program; the international experience is optional in some programs. In all cases where the international experience is required, the costs are built into the tuition and fees, and therefore reported in the figures in Tables 2

¹³ <http://ellermba.arizona.edu/fulltime/admissions/funding.asp>

¹⁴ <https://wpcarey.asu.edu/mba-programs/full-time/program-cost>

¹⁵ <http://biz.colostate.edu/ecmba/funding/Pages/default.aspx>

¹⁶ <http://www.colorado.edu/leedsmba/admissions/financing-your-mba>

¹⁷ <http://mba.unl.edu/benefits-and-costs/tuition-and-fees/>

¹⁸ Personal phone conversation with the Graduate School Office at Washington State on December 5, 2014.

¹⁹ <http://mba.business.utah.edu/page/tuition-aid>

²⁰ <http://www.huntsman.usu.edu/tmba/htm/tuition-and-financial-aid>

²¹ <http://wpcarey.asu.edu/mba-programs/part-time/program-cost>

²² <http://pmba.business.utah.edu/page/tuition-fees>

²³ <http://marriottschool.byu.edu/emba/index/costs>

²⁴ http://westminstercollege.edu/accounts_receivable/index.cfm?parent=5318&detail=8457&content=8671

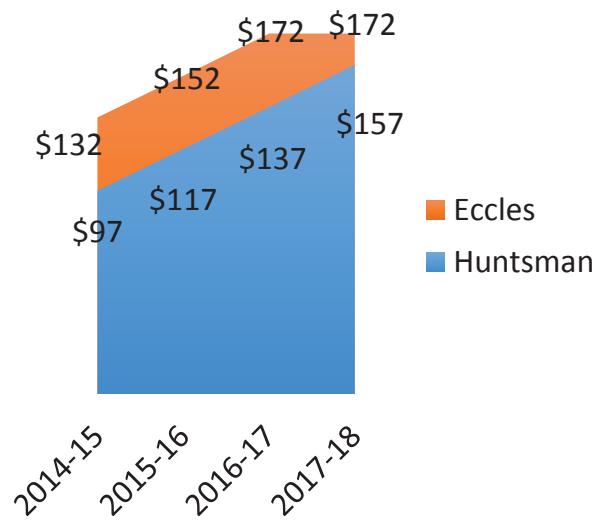
²⁵ <http://www.colorado.edu/leedsmba/admissions/financing-your-mba>

²⁶ <http://daniels.du.edu/graduate/professional-mba/tuition/>

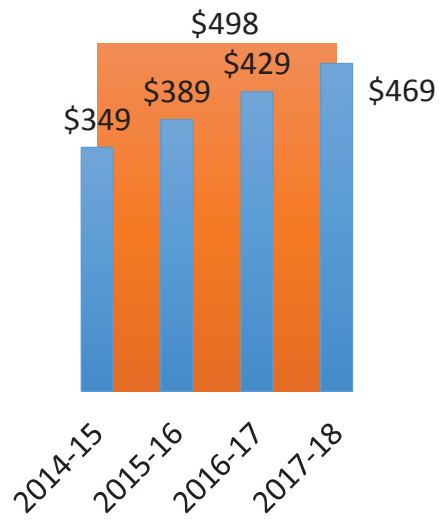
²⁷ <http://huntsman.usu.edu/pmba/htm/tuition-and-financial-aid>

Table 4: Comparison of Differential Tuition between the David Eccles School of Business and the Jon M. Huntsman School of Business

Undergraduate



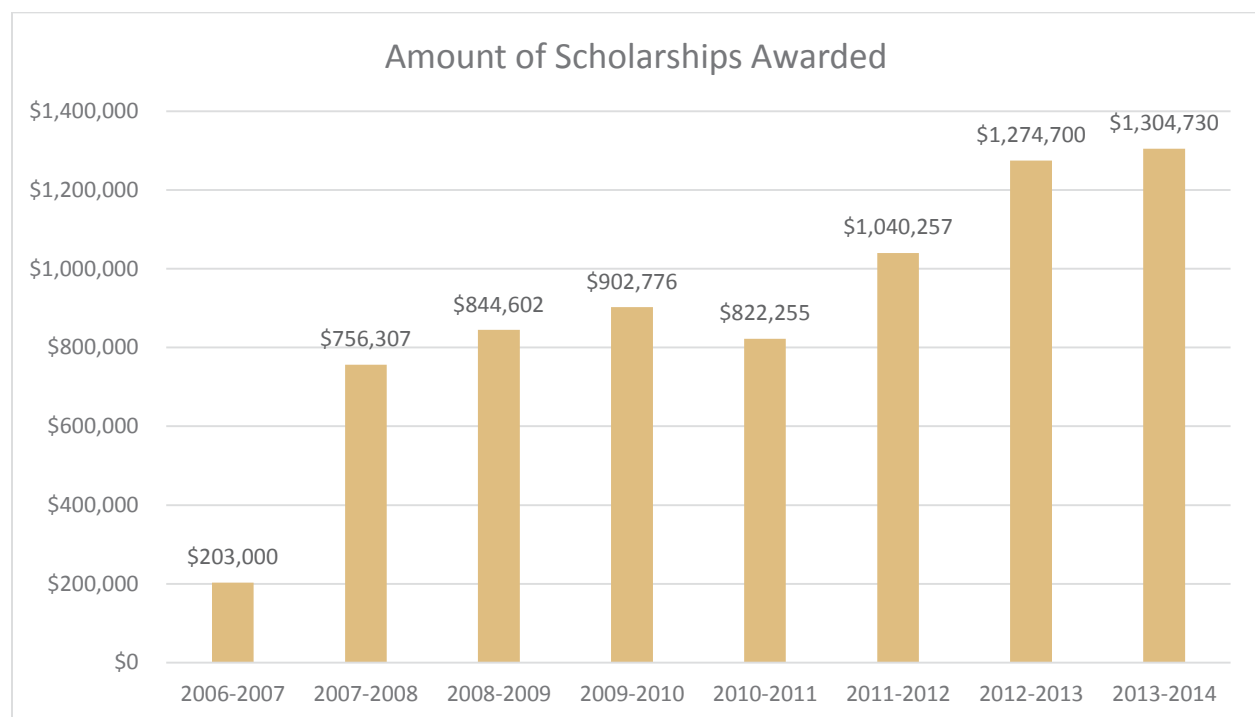
Graduate



Cost Mitigation – Scholarships

We recognize the need to provide financial assistance to students, especially when considering increases in tuition. Our commitment to helping students mitigate the increasing costs of a business education remains a major goal of the Huntsman School of Business. During the implementation of the differential tuition program, our scholarship support has also increased. In 2006, the school provided \$203,000 in scholarship support. The amount of scholarships awarded by the school has risen to over \$1.3 million annually, more than six times what was awarded when differential tuition was first implemented. Chart 8 shows the growth of scholarships awarded over the past eight years.

Chart 8 – Amount of Scholarships Awarded



We remain committed to raising scholarship dollars to supplement the support provided by the university in order to guarantee that qualified students have access to the opportunities available at the Huntsman School. We are grateful for the support from our alumni and friends in this effort. After our most recent differential tuition increase in 2011, we received a letter from Jon Huntsman which reflects the feelings of many of our donors:

“I am delighted with the progress you and your colleagues are making to create a top tier business school at Utah State University, and I am especially pleased to learn that the students, Board of Trustees, and Board of Regents recently approved increasing differential tuition funding to support your faculty and programs. This is working as we intended to leverage the effect of our gift. It is most encouraging to see your students willing to invest in their own education. It causes us to want to be even more supportive.” – Jon M. Huntsman, April 29, 2011

Summary

Over the past five years, Huntsman students have won numerous university awards, including USU Man of the Year (three years in a row), Woman of the Year and University Citizenship Award (each twice), Scholar of the Year, and the Bill Robins Award. The USU student body president has come from the Huntsman School three of the past five years. In the past two years, three students from our nationally-ranked accounting program have received the Elijah Watt Sells Award, given to the top scores in the CPA Exam. Every year, over 90,000 candidates sit for this national test. In 2012, two of the 39 award winners were our students. In 2013, one of the 55 award winners was one of our students. Other students have also received national accolades, including two groups of students who won first place in national MIS competitions.

Huntsman students have gone on to successful careers at Goldman Sachs, Google, GoPro, and graduate programs at Columbia, Yale, and Stanford, and many points in between.

To continue delivering value to our great students, we are committed to attracting and retaining highly qualified faculty and providing academic programs that provide varied and challenging real-world experiences. We do this while keeping tuition costs among the lowest in the nation for business schools at public research universities.

This proposal would allow us to meet our obligation to our students to provide an education that accelerates their careers and benefit our community by sustaining an engine of growth.

The specific proposal is:

Undergraduate Program

2015-16 Increase differential tuition for upper division business courses by \$20 per credit hour

2016-17 Increase differential tuition for upper division business courses by \$20 per credit hour

2017-18 Increase differential tuition for upper division business courses by \$20 per credit hour

Graduate Program

2015-16 Increase differential tuition by \$40 per credit hour

2016-17 Increase differential tuition by \$40 per credit hour

2017-18 Increase differential tuition by \$40 per credit hour

6 March 2015

ITEM FOR ACTION**RE:** A proposal to increase differential tuition for the College of Engineering**EXECUTIVE SUMMARY**

The goal of the College of Engineering (COE) is to prepare outstanding engineers and computer scientists to meet the challenges of a rapidly changing technological environment. The COE wants to provide the very best educational experience possible for students. The COE seeks to enhance the career opportunities of the undergraduate and graduate engineering students by continuing to develop the College's reputation as one of the best engineering programs in the intermountain west.

Over the past five years, the undergraduate enrollment in the College of Engineering has increased by over 500 students (30%). Funding has not kept pace with this increase in enrollment. A differential tuition increase is necessary to continue to improve the quality of the programs in the College of Engineering. Currently the college charges \$2 per credit hour for all courses for differential tuition.

The proposal calls for differential tuition to increase over a three year period. For upper-division, undergraduate courses (3000 – 5999), differential will increase to \$19 per credit hour in 2015-2016, to \$34 per credit hour in 2016-2017, and \$48 per credit hour in 2017-2018. For graduate level courses (6000 – 7999), the proposed differential tuition will increase to \$28 per credit hour in 2015-2016, to \$48 per credit hour in 2016-2017, and to \$69 per credit hour in 2017-2018. Thereafter, both undergraduate and graduate differential tuition will increase at the same percentage as Tier 1 tuition. Thesis and dissertation hours would not be charged differential tuition.

Beginning in 2015-2016, course fees will be eliminated for upper division and graduate level courses. The initial differential tuition increment of \$19 per credit hour was selected to be cost neutral to students for 2015-2016 by offsetting the average course fees paid by students enrolled in 3000 – 5999 courses. If this proposal is approved, the college will not request course fees for the 3000-7999 courses at a later date. With current enrollment trends, the increase in differential tuition will generate over \$950,000 for the College of Engineering.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President, Provost, and Vice President for Business & Finance recommend that the Board of Trustees approves an increase of a differential tuition for the College of Engineering.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University is proposing to increase differential tuition for certain courses in the College of Engineering, and

WHEREAS, The goal of the College of Engineering is to prepare outstanding engineers and computer scientists to meet the challenges of a rapidly changing technological environment, and

WHEREAS, The Engineering Student Senator and Engineering Student Council were briefed on the proposed differential tuition increase and, in general, the students understand the role differential tuition plays in offering them a high-quality, relevant engineering education to help better prepare them for the workforce, and

WHEREAS, The proposal calls for differential tuition for undergraduate, upper-division courses to increase to \$19 per credit hour beginning with the 2015-16 academic year, increasing to \$34 per credit hour the following year, and culminating at \$48 per credit hour in 2017-18, and

WHEREAS, The proposal calls for differential tuition for all graduate level engineering courses to increase to \$28 per credit hour beginning with the 2015-16 academic year, increasing to \$48 per credit hour the following year, and culminating at \$69 per credit hour in 2017-18, and

WHEREAS, The college will eliminate course fees for all upper division and graduate courses, and will not request new fees at a later date, and

WHEREAS, Differential tuition will increase at the same percentage as Tier 1 beginning in 2018-19, and

WHEREAS, The central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships, and

WHEREAS, The proposal has the approval of the President, Provost, and Vice President for Business & Finance of Utah State University:

NOW THEREFORE BE IT RESOLVED, That the Utah State Board of Trustees hereby approve the proposed differential tuition increase for the College of Engineering and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education for their approval.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date

**Request for Differential Tuition
College of Engineering
Utah State University**

Request

Beginning in Academic Year 2015-2016, the College of Engineering at Utah State University seeks to increase differential tuition on all upper division undergraduate courses and on all graduate courses in the college.

Rationale

The goal of the College of Engineering is to prepare outstanding engineers and computer scientists to meet the challenges of a rapidly changing technological environment. We want to provide the very best educational experience possible for students. We seek to enhance the career opportunities of our undergraduate and graduate students by continuing to develop our reputation as one of the best engineering programs in the intermountain west. As the quality of our programs grows, so will our ability to more fully-achieve our mission:

To foster a diverse and creative learning environment that will empower students and faculty with the necessary knowledge and facilities to be national and international leaders in creating new technologies and services that will improve tomorrow's economy and environment.

The College currently charges a \$2 per credit hour differential tuition on all credits. Beginning in the Academic Year 2015-2016, the College seeks to increase differential tuition for upper division undergraduate courses and graduate courses. Over the past five years, the undergraduate enrollment in the College of Engineering has increased by over 500 students (30%). Spring Semester 2015, Mechanical Engineering has the largest undergraduate enrollment and Computer Science has the fifth largest undergraduate enrollment on the Logan Campus. Funding has not kept pace with this increase in enrollment. This additional differential tuition is necessary to continue to improve the quality of the programs in the College of Engineering. To prepare engineering and computer science students with technologically relevant experiences in a rapidly changing marketplace, we need:

- Courses that emphasize project-based learning including hands-on experiences
- State-of-the-art labs with modern equipment, hardware and software
- Rich capstone design experiences
- Specialized equipment for graduate research
- Improved recruiting programs to provide access for more students
- Improved retention programs including well-prepared tutors, teaching assistants and peer mentors and reasonable student-to-faculty ratios
- Expanded research opportunities and extramural projects for undergraduate and graduate students

Differential tuition will enhance the academic experience for our students, allow our students to realize their full intellectual potential and earn even more competitive salaries, and support more timely degree completion.

Detailed Request

The College of Engineering (COE) proposes to increase differential tuition on all upper-division undergraduate courses and all graduate courses with departmental prefixes BENG, CEE, CS, ECE, ENGR, and MAE excluding thesis and dissertation hours. Cross-listed courses with other prefixes that are taught by COE faculty will be charged differential tuition as well. For a typical undergraduate engineering major, this tuition would apply to 9 to 12 credits of coursework per semester.

Differential tuition will be incrementally increased over a three year period. For upper-division undergraduate courses (3000 – 5999), the proposed differential is \$19 per credit hour in 2015-2016, \$34 per credit hour in 2016-2017, and \$48 per credit hour in 2017-2018. Thereafter, differential tuition will increase at the same percentage as Tier 1 rounded up to the nearest dollar. For graduate level courses (6000 – 7999), the proposed differential tuition is \$28 per credit hour in 2015-2016, \$48 per credit hour in 2016-2017, and \$69 per credit hour in 2017-2018. Thereafter, graduate differential tuition will increase at the same percentage as Tier 1 Tuition rounded up to the nearest dollar. Thesis and dissertation hours would not be charged differential tuition.

Beginning in 2015-2016, course fees will be eliminated for upper division and graduate level courses. The differential tuition increment of \$19 per credit hour was selected to be cost neutral to students for 2015-2016 by offsetting the average course fees paid by students enrolled in 3000 – 5999 courses. If the request for differential tuition is granted, the College will not request course fees for the 3000-7999 courses at a later date. With current enrollment trends, implementation of differential tuition will generate annually over \$950,000 for the College of Engineering.

The requested differential tuition is similar to that of the College of Engineering at the University of Utah where students enrolled in upper-division engineering courses for the 2014-2015 academic year were charged \$48.66 per credit hour and graduate students enrolled in 6000 or higher courses were charged \$69.00 per credit hour. The College of Engineering at the University of Utah was authorized differential tuition rates over five years ago and has seen continued enrollment increases since then.

In accordance with standard practice, the university's central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships. Similar considerations will be made for graduate tuition waivers.

Implementation

The proposal is to incrementally increase differential tuition over a three year period to reach the same differential tuition that is required by the College of Engineering at the University of Utah for academic year 2014-2015. As differential tuition comes into play, course fees will be eliminated. The initial proposed differential tuition for academic year 2015-2016 of \$19 per credit hour was selected to be close to cost neutral for students. Basically differential tuition will replace the course fees in the first year of implementation.

Differential Tuition Rates

Undergraduate Classes (3000 to 5999) Per Credit Hour

2015-2016	\$19
2016-2017	\$34
2017-2018	\$48
2018+	Increases linked to Tier 1 tuition increases

Graduate Classes (6000 to 7999) Per Credit Hour

	Total
2015-2016	\$28
2016-2017	\$48
2017-2018	\$69
2018+	Increases linked to Tier 1 tuition increases

Oversight and Transparency

The College of Engineering will keep 20% of the differential tuition to support college-wide student experiences. The departments will keep 80% of the differential tuition to support specific programmatic needs.

At the undergraduate level, differential tuition will be used to:

- Support more timely degree completion by offering more required courses both fall and spring semester
- Improve learning by reducing class sizes
- Maintain and upgrade labs
- Enrich senior design and other courses with a heavy emphasis on project-based learning
- Hire more student-peer mentors, teaching assistants, and graders
- Support out-of-classroom experiences such as field trips and guest lecturers
- Provide resources for student identified projects

At the graduate level, differential tuition will be used for:

- MS and PhD students who need bridging-to-completion funds
- MS and PhD student travel to conferences and other professional development opportunities
- Support for specialized MS and PhD equipment
- Resources for projects identified by MS and PhD students

When the proposal for differential tuition is approved, the Dean will work with student leadership and faculty to appoint an oversight committee which will review the annual disposition of the funds generated by differential tuition. Members of the oversight committee will be posted on the college website.

The annual allocation of funds will also be posted to the college website, following a model used by Texas A&M. An example of how the allocation of funds would be communicated on the website is shown below:

Department	Laboratory Equipment/ Upgrades	Tutors/ Peer Mentors	Student Projects/ Senior Design	College Computer Lab and Fab Lab	Student Travel/ Field Trips	TAs/ Lecturers	Total
BE	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx
CEE	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx
CS	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx
Dean's Office	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx
ECE	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx
MAE	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx
Total	\$yy	\$yy	\$yy	\$yy	\$yy	\$yy	\$yy

No differential tuition will be used to hire or increase salaries of tenured and tenure-track faculty.

Student Support

The Engineering Student Senator and Engineering Student Council were briefed on the proposed differential tuition and the potential opportunities during fall semester 2014. Within each department, engineering professional society student leaders were briefed in the same time frame. The student newspaper, The Utah Statesman, published an article on the proposed differential tuition on January 13, 2015. Information about the differential tuition was posted to the College of Engineering website on January 16, 2015. An open forum on differential tuition was held by the dean of engineering on January 21, 2015, during common hour. In general, engineering students understand the role differential tuition plays in offering them a high-quality, relevant engineering education to help better prepare them for the workforce.

Tuition at Other Engineering Programs

Even with differential tuition, costs to the College of Engineering students will remain among the lowest in the nation for students studying engineering at a land grant institution. USU engineering students will continue to pay lower tuition than engineering students at the University of Utah. Differential tuition will give the College of Engineering much needed resources to improve the quality of our programs which in turn will allow students to realize their full intellectual potential and earn even more competitive salaries.

2014 – 2015 Tuition and Fees Comparison
Regent's Peer List and University of Utah
 (Undergraduate Program)

Institution	Engineering Differential Tuition 15 hours**	Total Instate Tuition and Fees 15 hours**
Oregon State University*	\$765	\$3805.57
Washington State University	\$0	\$6213.90
Montana State University	\$0	\$3400.00
Colorado State University	\$83 per credit/\$1245	\$6193.42
University of Idaho	0	\$3392.00
New Mexico State University	\$145/flat fee	\$3431.50
University of Nevada Reno	\$85 per credit/\$1275	\$4519.50
University of Wyoming	\$0	\$2322.50
Kansas State University	\$39 per credit/\$585	\$5102.20
University of Nebraska Lincoln	\$93.5 per credit/\$1402.50	\$5437.25
University of Utah	\$48.66 per credit / \$729.90	\$4647.40
Utah State University	\$48.00 per credit / \$720.00 (Diff. Tuition in 2017-2018)	\$3911.67
*quarter hours not semester hours		
**assuming 15 hours of upper division engineering coursework		

Conclusion

The increase of differential tuition represents an opportunity for Utah State University to improve the quality of its programs in engineering and computer science. The College administration is committed to work with donors to fund additional scholarships and programs and to work with state legislators to find additional funding for faculty hires. We turn to our students to ask for additional support to help improve the quality of their educational experience which in turn will enhance the reputation of the College and increase the employment opportunities, starting salaries, and career trajectories of our students.

Master of Science in Athletic Training Proposal to increase tuition/fee schedule beginning AY 2015-16

Weber State University proposes to increase the Master of Science in Athletic Training differential from \$118.79 per credit hour to \$150 per credit hour. This is just under mid-way between the current differential and the differential charged for the MBA and the MHA programs (currently \$208.69).

- I. Historic and Present Enrollment in the Program
 - A. The Master of Science in Athletic Training Program was approved by the State of Utah Board of Regents in July 2007. The first cohort of 7 students began the program in the Fall of 2008. Typically 15-18 students are accepted each year. The full enrollment and graduation data can be found in Table 1 below.

Table 1. Enrollment and Degree History

Academic Year	Total Number of MSAT students	Number of Degrees Conferred
2013-14	31	16
2012-13	31	14
2011-12	23	18
2010-11	19	7
2009-10	16	
2008-09	7	

- II. Potential for Growth
 - A. A 5th full-time faculty member will be added in the program in the Fall 2015 semester, so it is anticipated that the program will be able to regularly accept cohorts of 18-20 students, raising the annual enrollment to 36-40 total MSAT students per year.
- III. Placement of Graduates
 - A. The MSAT graduates have been very successful in the job market. The majority of the graduates work full-time at out-patient sports medicine/physical therapy clinics and/or a high school. Several students are working as athletic trainers at Division I universities such as Brigham Young University and Syracuse University. Others have been hired by professional sports teams such as minor league baseball, ice hockey, and the NFL. Some students have pursued additional graduate degrees such in Physical Therapy, Physician's Assistant, or Registered Dietician programs. The MSAT placement rate is currently 95% or better within 6 months of graduation. There are no compiled salary data from alumni, but the average starting salary for an Athletic Trainer with a master's degree nationwide is approximately \$35,000.

IV. Funds Generated by the Tuition/Fees Increase

- A. In the first year of the MSAT program, students complete three semesters of coursework – summer, fall, and spring. Most students complete 12 credit hours or more each semester, although a few students only need 9 credit hours during the first summer semester. In the second year of the MSAT program, students complete two semesters of coursework with typically 12 credits or more in the fall semester and 9-11 credit hours in the spring semester (see Table 2).

Table 2. Number of MSAT credit hours typically taken each semester.

	Summer	Fall	Spring	Total
1 st Year MSAT	12 credits	12 credits	12 credits	36 credits
2 nd Year MSAT	None required	12 credits	9 credits	21 credits
Totals	12 credits	24 credits	21 credits	57 credits

Table 3 below estimates the total revenue that would be generated by the increase in the differential tuition. This estimate uses an average cohort size of 15 students (30 total students, based on Table 1). For the number of credit hours, it is estimated that in a typical year, there will be 4 semesters where MSAT students complete 12 credit hours and one semester where MSAT students complete 9 credit hours (Table 2).

Table 3. Revenue generated by increasing the differential.

	Current Differential	Proposed Differential	Differential Increase	Revenue increase based on average of 15 students per cohort
9 credits (1 semester)	\$1069.11	\$1350.00	\$280.89	\$4,213.35
12 credits (4 semesters)	\$5701.92	\$7200.00	\$1498.08	\$22,471.20
			TOTAL	\$26,684.55

- V. The funds will be used to support the MSAT program, students, and faculty members in the department advising Athletic Training graduate research projects.

A. Research Funds for Graduate Students

1. The Master of Science in Athletic Training program includes a full master's thesis research requirement (as part of MSAT 6080, 6085, and 6090). Currently, there are no funds available on campus to support graduate student research studies. This has significantly limited the types and scope of research studies that graduate students have been able to complete. Approximately \$15,000 will be used to support graduate student research. With an average of 15 students per cohort, this would provide approximately \$1,000 per student.

B. Athletic Training Lab Manager

1. In the MSAT Program Review in 2014, it was noted that there is a substantial need to hire a lab manager for the Athletic Training lab. This individual would likely be hired part-time to provide the following services: monitor inventory, order and stock supplies, maintain the SwimEx hydrotherapy pool, manage the maintenance of the therapeutic modality and rehabilitation equipment, assist in the setup for lab activities, assist course instructors during labs in larger course sections, staff open labs for students to allow them to practice and demonstrate skill proficiency.
2. This individual would be required to hold national certification as an Athletic Trainer as well as a valid AT license in Utah. The funding from the increased tuition differential will help the department pay the anticipated wage rate for someone with these qualifications.

Table 4. Use of funds summary

A. Research Funds for Graduate Students	\$15,000.00
B. Athletic Training Lab Manager	\$11,684.55
TOTAL	\$26,684.55

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Fee Increases for 2015-2016

Issue

Board of Regent policy R510, *Tuition & Fees* provides that all general student fees are subject to Board of Regents approval, normally in conjunction with the annual determination of tuition rates. USHE campus officials seek Regent approval of the general student fee schedules for 2015-16.

Background

Fees are charged to students in conjunction with the payment of tuition and go to support various campus programs or needs such as student activities, building bonds, buildings, athletics, student health, and technology. Institutional presidents consult with student leaders to determine the level of general student fees to be assessed during the upcoming year.

As a general rule-of-thumb, the Regents have allowed institutions to increase student fees each year up to the rate at which tuition is increased. Institutions with proposed fee rate increases *exceeding* the tuition rate increase have provided evidence of student support for the increase. The Utah State University (USU) proposed fee increase of 12.5% includes \$100 for a building bond that has already been approved by the Regents (in 2012), and the remainder of USU's proposed fee increases fall within the 3%, so no letter is needed. Dixie State University (DSU) is proposing a student fee increase of 7.6%, and a letter of support from the student leadership at DSU is included in the attached materials.

The Commissioner's staff has prepared five attachments that summarize student fee information.

- Attachment 1: Summary of USHE 2015-16 annual fees for a full-time student
- Attachment 2: Summary and comparison of 2015-16 annual fees by institution and credit hour
- Attachment 3: Summary of proposed changes for each institution
- Attachment 4: Ten-year history of fee increases for the USHE institutions
- Attachment 5: Support letter from the DSU student body leadership

Commissioner's Recommendation

The Commissioner recommends approval of the proposed fee schedules as outlined in Attachment two.

David L. Buhler
Commissioner for Higher Education

DLB/GLS/BLS/JSA
Attachment

2015-16 UNDERGRADUATE STUDENT FEES

Annual Fee Rate for a Full-Time Student (15 Credit Hours for 2 Consecutive Semesters)

	UU	USU	WSU	SUU	Snow	DSU	UVU	SLCC
Fees								
Student Activity/ Support Fees	280.42	216.74	286.16	123.50	99.20	301.80	135.28	134.00
Building Bond Fees	-	276.64	242.24	212.00	-	-	199.10	118.00
Building Support Fees	258.48	17.42	65.24	110.00	176.30	183.70	113.88	57.00
Athletic Fees	171.38	270.28	131.00	204.00	75.00	160.00	213.54	63.00
Health Fees	40.96	84.90	53.80	8.00	5.60	18.50	17.04	27.00
Technology Fees	227.04	127.02	92.96	64.00	39.90	48.00	15.50	29.50
Transportation Fees	84.00	47.28	11.92	-	-	-	13.66	7.00
Other Fees	5.00	5.98	-	-	-	-	-	3.00
Total Fees	\$1,067.28	\$1,046.26	\$883.32	\$721.50	\$396.00	\$712.00	\$708.00	\$438.50

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have different fee schedules (typically lower)

Utah System of Higher Education

Attachment 2

Summary of General Student Fees 2014-15 vs. 2015-16 (for a Full-time Student 2 semesters - 15 credit hours each)

University of Utah: Fees

Fee Category	Fee Description	2014-15 Fees	2015-16 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	ASUU	\$46.24	\$46.24	-	-
	Collegiate Readership Program	8.60	6.20	(\$2.40)	-27.9%
	Fine Arts	24.00	24.00	-	-
	Library	22.00	22.00	-	-
	Publications	12.36	12.36	-	-
	Recreation	37.62	37.62	-	-
	Money Management	6.00	6.00	-	-
	Study Abroad	6.00	6.00	-	-
	Student Life Center (Spring 15)*	120.00	120.00	-	-
		282.82	280.42		
3. Building Support Fees	Building	238.48	238.48	-	-
	Utilities (Formerly Fuel and Power)	20.00	20.00	-	-
		258.48	258.48		
4. Athletic Fees	Athletics	168.02	171.38	3.36	2.0%
5. Health Fees	Health	40.96	40.96	-	-
6. Technology Fees	Computer Fee	227.04	227.04	-	-
7. Transportation Fees	Transportation	84.00	84.00	-	-
8. Other Fees	Sustainability	5.00	5.00	-	-
Total Fees		\$1,066.32	\$1,067.28	\$0.96	0.1%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2015-16 per Semester

University of Utah: Undergraduate Fees

Credit Hours	\$ Amount
1	\$351.36
2	364.38
3	377.40
4	390.42
5	403.44
6	416.46
7	429.48
8	442.50
9	455.52
10	468.54
11	481.56
12	494.58
13	507.60
14	520.62
15	533.64
16	540.01
17	546.38
18	552.75
19	559.12
20	565.49
21	571.86
22	578.23
23	584.60
24	590.97
25	\$597.34

*Note: The Student Life Center Fee of \$60/Semester (\$120/year) will not be charged until the new Student Life Center Opens in Spring '15.

Utah System of Higher Education

Attachment 2

Summary of General Student Fees 2014-15 vs. 2015-16 (for a Full-time Student 2 semesters - 15 credit hours each)

Utah State University: Fees					
Fee Category	Fee Description	2014-15 Fees	2015-16 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Activity	\$71.10	\$71.90	\$0.80	1.1%
	Campus Recreation	56.66	70.34	13.68	24.1%
	Library	55.34	55.34	-	-
	Music & Theater	17.06	19.16	2.10	12.3%
		200.16	216.74		
2. Building Bond Fees*	Building	176.64	276.64	100.00	56.6%
3. Building Support Fees	Building	17.42	17.42	-	-
4. Athletic Fees	Athletics	270.28	270.28	-	-
5. Health Fees	Health Services	84.90	84.90	-	-
6. Technology Fees	Computer Labs	127.02	127.02	-	-
7. Transportation Fees	Aggie Shuttle	41.84	41.84	-	-
	Blue Bikes	5.44	5.44	-	-
		47.28	47.28		
8. Other Fees	Sustainability	5.98	5.98	-	-
Total Fees		\$929.68	\$1,046.26	\$116.58	12.5%

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have different fee schedules (typically lower)

**This fee increase for FY15-16 was approved by the State Board of Regents in March 2012.*

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2015-16 per Semester

Utah State University Fees	
<u>Credit Hours</u>	<u>\$ Amount</u>
1	\$344.82
2	361.03
3	377.24
4	393.45
5	409.66
6	425.87
7	442.08
8	458.29
9	474.50
10	490.71
11	506.92
12	523.13
13	523.13
14	523.13
15	523.13
16	523.13
17	523.13
18	523.13
19	539.34
20	555.55
21	571.76
22	587.97
23	604.18
24	620.39
25	\$636.60

*Summary of General Student Fees 2014-15 vs. 2015-16 (for a Full-time Student 2 semesters - 15 credit hours each)*Weber State University: Fees

Fee Category	Fee Description	2014-15 Fees	2015-16 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Activity	\$194.02	\$204.76	\$10.74	5.5%
	ID Cards/Student Support	17.00	17.00	-	-
	Recreation	62.10	64.40	2.30	3.7%
		273.12	286.16		
2. Building Bond Fees	Building	241.86	242.24	0.38	0.2%
3. Building Support Fees	Union Building	62.70	65.24	2.54	4.1%
4. Athletic Fees	Athletic	125.46	131.00	5.54	4.4%
5. Health Fees	Medical	51.70	53.80	2.10	4.1%
6. Technology Fees	Student Computer Labs	24.30	25.18	0.88	3.6%
	Computer	67.52	67.78	0.26	0.4%
		91.82	92.96		
7. Transportation Fees	Transportation	10.86	11.92	1.06	9.8%
8. Other Fees		-	-	-	-
Total Fees		\$857.52	\$883.32	\$25.80	3.0%

Utah System of Higher Education*Per Credit Hour Charges for General Student Fees 2015-16 per Semester*Weber State University Fees

<u>Credit Hours</u>	<u>\$ Amount</u>
1	\$116.76
2	149.25
3	181.74
4	214.23
5	246.72
6	279.21
7	311.70
8	344.19
9	376.68
10	409.17
11	441.66
12	441.66
13	441.66
14	441.66
15	441.66
16	441.66
17	441.66
20	441.66
19	441.66
20	441.66
21	441.66
22	441.66
23	441.66
24	441.66
25	\$441.66

*Summary of General Student Fees 2014-15 vs. 2015-16 (for a Full-time Student 2 semesters - 15 credit hours each)***Southern Utah University: Fees**

Fee Category	Fee Description	2014-15 Fees	2015-16 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Braithwaite Gallery	\$1.00	\$1.00	-	-
	Student Center Activity	15.00	12.50	(\$2.50)	-16.7%
	Student I.D.	3.00	3.00	-	-
	Theatre Arts & Dance	6.00	6.00	-	-
	Music	5.00	5.00	-	-
	Campus Recreation	10.00	10.00	-	-
	Outdoor Recreation	16.00	16.00	-	-
	Community Engagement	7.00	7.00	-	-
	Student Association	49.00	49.00	-	-
	University Journal	12.00	12.00	-	-
	Civic Engagement	-	2.00	2.00	N/A
		124.00	123.50		
2. Building Bond Fees	Building	212.00	212.00	-	-
3. Building Support Fees	Building	110.00	110.00	-	-
4. Athletic Fees	Athletics	204.00	204.00	-	-
5. Health Fees	Counseling	8.00	8.00	-	-
6. Technology Fees	Computer	64.00	64.00	-	-
Total Fees		\$722.00	\$721.50	(\$0.50)	-0.1%

Utah System of Higher Education*Per Credit Hour Charges for General Student Fees 2015-16 per Semester***Southern Utah University Fees**

<u>Credit Hours</u>	<u>\$ Amount</u>
1	\$45.75
2	80.75
3	115.75
4	150.75
5	185.75
6	220.75
7	255.75
8	290.75
9	325.75
10	360.75
11	360.75
12	360.75
13	360.75
14	360.75
15	360.75
16	360.75
17	360.75
18	360.75
19	360.75
20	360.75
21	360.75
22	360.75
23	360.75
24	360.75
25	\$360.75

*Summary of General Student Fees 2014-15 vs. 2015-16 (for a Full-time Student 2 semesters - 15 credit hours each)*Snow College: Fees

Fee Category	Fee Description	2014-15 Fees	2015-16 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Activity	\$68.30	\$68.30	-	-
	Intramurals	12.00	12.00	-	-
	Music	6.00	10.00	\$4.00	66.7%
	Theater	8.90	8.90	-	-
		95.20	99.20		
3. Building Support Fees	Building	176.30	176.30	-	-
4. Athletic Fees	Athletics	42.00	42.00	-	-
	Activity Center	27.00	27.00	-	-
	Fitness	-	6.00	6.00	N/A
		69.00	75.00		
5. Health Fees	Insurance	9.60	5.60	(4.00)	-41.7%
6. Technology Fees	Computer	31.90	31.90	-	-
	Communication	8.00	8.00	-	-
		39.90	39.90		
Total Fees		\$390.00	\$396.00	\$6.00	1.5%

Utah System of Higher Education

*Per Credit Hour Charges for General Student Fees 2015-16 per Semester*Snow College Fees

<u>Credit Hours</u>	<u>\$ Amount</u>
1	\$ -
2	-
3	-
4	58.00
5	78.00
6	98.00
7	118.00
8	138.00
9	158.00
10	178.00
11	198.00
12	198.00
13	198.00
14	198.00
15	198.00
16	198.00
17	198.00
18	198.00
19	198.00
20	198.00
21	198.00
22	198.00
23	198.00
24	198.00
25	\$198.00

Summary of General Student Fees 2014-15 vs. 2015-16 (for a Full-time Student 2 semesters - 15 credit hours each)

<u>Dixie State University: Fees</u>					
Fee Category	Fee Description	2014-15 Fees	2015-16 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Student Services Programs	111.80	111.80	-	-
	Associated Students (DSUSA)	\$66.00	\$66.00	-	-
	Recreation/Intramurals/Fitness	\$48.00	\$48.00	-	-
	Student Involvement	30.00	30.00	-	-
	Testing Center	13.00	13.00	-	-
	Tutoring Center	8.00	9.00	\$1.00	12.5%
	Theater/Dance/Music/Art	4.00	4.00	-	-
	Road to Success (Mentoring)	-	-	-	-
	Writing Center	4.00	4.00	-	-
	Dixie Sun News	2.00	2.00	-	-
	Student ID Card	2.00	2.00	-	-
	Multicultural & Diversity	2.00	2.00	-	-
	One-time Fund	6.00	6.00	-	-
	Radio & Broadcast Advertising	4.00	4.00	-	-
		300.80	301.80		
3. Building Support Fees	New Student Center Fund	82.00	10.00	(72.00)	-87.8%
	Student Center Operations	40.00	45.00	5.00	12.5%
	Campus Facilities Maintenance	9.00	9.00	-	-
	Human Performance Center Fund	-	119.70	119.70	N/A
		131.00	183.70		
4. Athletic Fees	Athletics	130.00	160.00	30.00	23.1%
5. Health Fees	Health and Wellness Center	18.00	18.00	-	-
	AED	0.50	0.50	-	-
		18.50	18.50		
6. Technology Fees	IT Support	37.70	-	(37.70)	-100.0%
	Instructional Computers	44.00	48.00	4.00	9.1%
		81.70	48.00		
Total Fees		\$662.00	\$712.00	\$50.00	7.6%

Utah System of Higher Education*Per Credit Hour Charges for General Student Fees 2015-16 per Semester*

<u>Dixie State University Fees</u>	
<u>Credit Hours</u>	<u>\$ Amount</u>
1	\$10.00
2	10.00
3	10.00
4	158.00
5	191.00
6	224.00
7	257.00
8	290.00
9	323.00
10	356.00
11	356.00
12	356.00
20	356.00
14	356.00
15	356.00
16	356.00
17	356.00
18	356.00
19	356.00
20	356.00
21	356.00
22	356.00
23	356.00
24	356.00
25	\$356.00

Utah System of Higher Education

Attachment 2

Summary of General Student Fees 2014-15 vs. 2015-16 (for a Full-time Student 2 semesters - 15 credit hours each)

<u>Utah Valley University: Fees</u>					
Fee Category	Fee Description	2014-15 Fees	2015-16 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Student Programs	\$99.80	\$102.38	\$2.58	2.6%
	Issue Room	3.64	-	(3.64)	-100.0%
	Campus Recreation	33.32	32.90	(0.42)	-1.3%
		136.76	135.28		
2. Building Bond Fees	Building Bond	214.68	199.10	(15.58)	-7.3%
3. Building Support Fees	Student Center	56.48	55.88	(0.60)	-1.1%
	Student Life & Wellness Center	60.64	58.00	(2.64)	-4.4%
		117.12	113.88		
4. Athletic Fees	Athletics	213.52	213.54	0.02	-
5. Health Fees	Health Services	17.32	17.04	(0.28)	-1.6%
6. Technology Fees	Computer Lab	14.84	15.50	0.66	4.4%
7. Transportation Fees	UTA	13.76	13.66	(0.10)	-0.7%
Total Fees		\$728.00	\$708.00	(\$20.00)	-2.7%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2015-16 per Semester

<u>Utah Valley University Fees</u>	
Credit Hours	\$ Amount
1	\$39.00
2	74.00
3	109.00
4	144.00
5	179.00
6	214.00
7	249.00
8	284.00
9	319.00
10	354.00
11	354.00
12	354.00
13	354.00
14	354.00
15	354.00
16	354.00
17	354.00
18	354.00
19	354.00
20	354.00
21	354.00
22	354.00
23	354.00
24	354.00
25	\$354.00

*Summary of General Student Fees 2014-15 vs. 2015-16 (for a Full-time Student 2 semesters - 15 credit hours each)*Salt Lake Community College: Fees

Fee Category	Fee Description	2014-15 Fees	2015-16 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Activity Fee	\$52.50	\$55.00	\$2.50	4.8%
	Arts and Cultural Events	7.00	7.00	-	-
	ID Card	23.50	23.50	-	-
	Student Service Center	30.50	30.50	-	-
	Publication - Student Newspaper	1.50	1.50	-	-
	Community Service	8.50	9.00	0.50	5.9%
	Child Care	4.50	7.50	3.00	66.7%
		128.00	134.00		
2. Building Bond Fees	Building Fee	118.00	118.00	-	-
3. Building Support Fees	Union Building	57.00	57.00	-	-
4. Athletic Fees	Athletics	61.00	63.00	2.00	3.3%
5. Health Fees	Medical/Health Fee	29.00	27.00	(2.00)	-6.9%
6. Technology Fees	Computer/Technology	25.50	29.50	4.00	15.7%
7. Transportation Fees	Transportation Fee	7.00	7.00	-	-
8. Other Fees	Sustainability Fee	3.00	3.00	-	-
Total Fees		\$428.50	\$438.50	\$10.00	2.3%

Utah System of Higher Education*Per Credit Hour Charges for General Student Fees 2015-16 per Semester*Salt Lake Community College Fees

<u>Credit Hours</u>	<u>\$ Amount</u>
1	\$61.75
2	79.25
3	96.75
4	114.25
5	131.75
6	149.25
7	166.75
8	184.25
9	201.75
10	219.25
11	219.25
12	219.25
13	219.25
14	219.25
15	219.25
16	219.25
17	219.25
18	219.25
20	219.25
20	219.25
21	219.25
22	219.25
23	219.25
24	219.25
25	\$219.25

Summary of Recommended 2015-16 Undergraduate Fee Changes

15 Credit Hour Load for 2 Semesters

Institution and Fee Type	Increase from 2014-15	
	Dollars	Percent

University of Utah*Student Activity/ Support Fees*

Collegiate Readership Program	(\$2.40)	-27.9%
-------------------------------	----------	--------

Athletic Fees

Athletics	\$3.36	2.0%
-----------	--------	------

Total Increase	\$0.96	0.1%
-----------------------	---------------	-------------

Utah State University*Student Activity/ Support Fees*

Activity	\$0.80	1.1%
----------	--------	------

Campus Recreation	\$13.68	24.1%
-------------------	---------	-------

Music & Theater	\$2.10	12.3%
-----------------	--------	-------

Building Bond Fees

Building	\$100.00	56.6%
----------	----------	-------

Total Increase	\$116.58	12.5%
-----------------------	-----------------	--------------

Weber State University*Student Activity/ Support Fees*

Activity	\$10.74	5.5%
----------	---------	------

Recreation	\$2.30	3.7%
------------	--------	------

Building Bond Fees

Building	\$0.38	0.2%
----------	--------	------

Building Support Fees

Union Building	\$2.54	4.1%
----------------	--------	------

Athletic Fees

Athletic	\$5.54	4.4%
----------	--------	------

Health Fees

Medical	\$2.10	4.1%
---------	--------	------

Technology Fees

Student Computer Labs	\$0.88	3.6%
-----------------------	--------	------

Computer	\$0.26	0.4%
----------	--------	------

Transportation Fees

Transportation	\$1.06	9.8%
----------------	--------	------

Total Increase	\$25.80	3.0%
-----------------------	----------------	-------------

Southern Utah University*Student Activity/ Support Fees*

Student Center Activity	(\$2.50)	-16.7%
-------------------------	----------	--------

Civic Engagement	\$2.00	New Fee
------------------	--------	---------

Total Increase	(\$0.50)	-0.1%
-----------------------	-----------------	--------------

Snow College*Student Activity/ Support Fees*

Music	\$4.00	66.7%
-------	--------	-------

Athletic Fees

Fitness	\$6.00	New Fee
---------	--------	---------

Health Fees

Insurance	(\$4.00)	-41.7%
-----------	----------	--------

Total Increase	\$6.00	1.5%
-----------------------	---------------	-------------

Institution and Fee Type	Increase from 2014-15	
	Dollars	Percent

Dixie State University*Student Activity/ Support Fees*

Tutoring Center	\$1.00	12.5%
-----------------	--------	-------

Building Support Fees

New Student Center Fund	(\$72.00)	-87.8%
-------------------------	-----------	--------

Student Center Operations	\$5.00	12.5%
---------------------------	--------	-------

Human Performance Center Fund	\$119.70	New Fee
-------------------------------	----------	---------

Athletic Fees

Athletic	\$30.00	23.1%
----------	---------	-------

Technology Fees

IT Support	(\$37.70)	-100.0%
------------	-----------	---------

Instructional Computers	\$4.00	9.1%
-------------------------	--------	------

Total Increase	\$50.00	7.6%
-----------------------	----------------	-------------

Utah Valley University*Student Activity/ Support Fees*

Student Programs	\$2.58	2.6%
------------------	--------	------

Issue Room	(\$3.64)	-100.0%
------------	----------	---------

Campus Recreation	(\$0.42)	-1.3%
-------------------	----------	-------

Building Bond Fees

Building Bond	(\$15.58)	-7.3%
---------------	-----------	-------

Building Support Fees

Student Center	(\$0.60)	-1.1%
----------------	----------	-------

Student Life & Wellness Center	(\$2.64)	-4.4%
--------------------------------	----------	-------

Athletic Fees

Athletics	\$0.02	-
-----------	--------	---

Health Fees

Health Services	(\$0.28)	-1.6%
-----------------	----------	-------

Technology Fees

Computer Lab	\$0.66	4.4%
--------------	--------	------

Transportation Fees

UTA	(\$0.10)	0.7%
-----	----------	------

Total Increase	(\$20.00)	-2.7%
-----------------------	------------------	--------------

Salt Lake Community College*Student Activity/ Support Fees*

Activity Fee	\$2.50	4.8%
--------------	--------	------

Community Service	\$0.50	5.9%
-------------------	--------	------

Child Care	\$3.00	66.7%
------------	--------	-------

Athletic Fees

Athletics	\$2.00	3.3%
-----------	--------	------

Health Fees

Medical/Health	(\$2.00)	-6.9%
----------------	----------	-------

Technology Fees

Computer/Technology	\$4.00	15.7%
---------------------	--------	-------

Total Increase	\$10.00	2.3%
-----------------------	----------------	-------------

*Note: The UU Student Life Center Fee of \$60/Semester (\$120/year) will not be charged until the new Student Life Center Opens in Spring '15.

HISTORY OF GENERAL UNDERGRADUATE STUDENT FEES AND PERCENTAGE INCREASES

2006-07 through 2015-16 Proposed

Fifteen Credit Hour Load -- 2 Semesters

Ten Year History and Proposed 2014-15 Amounts by Institution

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
U of U	\$690.60	\$717.26	\$758.88	\$789.60	\$846.92	\$912.76	\$938.02	\$946.32	\$1,066.32	\$1,067.28
USU	571.00	585.00	627.12	784.62	804.36	825.88	909.70	912.10	929.68	1,046.26
WSU	639.40	674.58	701.56	729.62	751.62	774.20	806.72	830.90	857.52	883.32
SUU	504.50	522.00	526.00	539.00	540.00	540.00	616.00	716.00	722.00	721.50
Snow	380.00	380.00	380.00	390.00	390.00	390.00	390.00	390.00	390.00	396.00
DSU	392.00	436.00	451.20	505.20	549.20	600.00	620.00	643.00	662.00	712.00
UVU	496.00	528.00	564.00	584.00	616.00	640.00	664.00	718.00	728.00	708.00
SLCC	357.50	366.50	373.50	414.00	412.00	412.00	411.00	418.00	428.50	438.50
USHE ⁽¹⁾	\$503.88	\$526.17	\$547.78	\$592.01	\$613.76	\$636.86	\$669.43	\$696.79	\$723.00	\$746.61

Ten Year History and Proposed 2014-15 Percent Change from Prior Year by Institution

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
U of U	3.2%	3.9%	5.8%	4.1%	7.3%	7.8%	2.8%	0.9%	12.7%	0.1%
USU	5.0%	2.5%	7.2%	25.1%	2.5%	2.7%	10.1%	0.3%	1.9%	12.5%
WSU	8.0%	5.5%	4.0%	4.0%	3.0%	3.0%	4.2%	3.0%	3.2%	3.0%
SUU	-3.7%	3.5%	0.8%	2.5%	0.2%	-	14.1%	16.2%	0.8%	-0.1%
Snow	5.6%	-	-	2.6%	-	-	-	-	-	1.5%
DSU	2.6%	11.2%	3.5%	12.0%	8.7%	9.3%	3.3%	3.7%	3.0%	7.6%
UVU	12.2%	6.5%	6.8%	3.6%	5.5%	3.9%	3.8%	8.1%	1.4%	-2.7%
SLCC	3.9%	2.5%	1.9%	10.8%	-0.5%	-	-0.2%	1.7%	2.5%	2.3%
USHE ⁽¹⁾	4.5%	4.4%	4.1%	9.1%	3.4%	3.8%	5.1%	4.1%	3.8%	3.3%

(1) Simple averages.



DSUSA
225 S. University Ave.
St. George, UT 84770

February 27, 2015

To Whom It May Concern:

This year we conducted a very successful Student Fee Allocation process. As a committee, we investigated a number of different entities who currently receive student fee funding, and then made our recommendation for the amount of fee increases this coming year as follows:

In 2014-15, we paid student fees of \$331 per semester, and we are recommending an increase of 7.5% for an additional \$25 in student fees per semester – a new total of \$356. DSU will remain the lowest in the state for student fees paid of all statewide universities.

We understand this increase is outside the recommended range of 3-5%, but based upon our investigations, the tremendous needs of students, and following a successful Truth in Tuition hearing we request that this new fee amount be approved.

Please let me know if you have additional questions or concerns.

Sincerely,

Gregory J. Layton
President, DSUSA
Chair, Dixie State University Student Fee Allocation Committee

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: 2015 Legislative Session Report and Budget Update

Background

The 2015 Legislative Session concluded on March 12, 2015. The Legislature approved new funding for Higher Education with an on-going increase of \$39.7 million (4.9%) and one-time increases of \$5.5 million (0.7%). Major components to this year's increases were compensation and health insurance totaling \$19.8 million, Performance Based funding received \$9 million, Engineering Initiative \$4.5 million, and Research I Graduate Programs \$4 million.

\$34 million was appropriated for the Crocker Science Center at the University of Utah, \$19.9 million for a new science building at Snow College, \$10 million for a Clinical Services building at Utah State University, and \$9.5 million for the Huntsman Cancer Research Center.

Issue

The following documents detail the results of actions taken during the 2015 Legislative Session:

- Final Legislative Report
- Summary of Appropriations, 2015 General Session (Tax Funds Only)
- Legislative Action on Capital Facilities
- 2015-16 Tax Fund Appropriations by Institution
- Comparison of New Appropriated Ongoing Operating Budgets
- 2015-16 Appropriations Detail (5 pages)
- Operating Budget Comparison

One of the appropriations acts, Senate Bill 2, includes intent language for all USHE institutions and the State Board of Regents as follows:

"The Legislature intends that [all USHE institutions] report on the following performance measures: (1) graduation rates (100 percent, 150 percent, and 200 percent) by cohort, with comparisons to national averages; (2) transfer and retention rates, by cohort; (3) job placement rates following graduation, by discipline; (4) degree completion per discipline; (5) percentage of students enrolling in, and successfully completing, developmental mathematics course who immediately or concurrently enroll in college level math (1030 or higher); and (6) the amount of grant money applied for and received and the number of

research/outreach initiative funded by non-state-funded grants [UU and USU]. The Legislature intends that this information be available to the Higher Education Appropriations Subcommittee by December 31, 2016."

"The Legislature intends that the State Board of Regents: (1) explore the feasibility of collecting graduation rates by CIP and report its findings to the Legislature during the 2016 General Session; (2) support institutions within the Utah System of Higher Education in compiling, standardizing, and reporting data to the Higher Education Appropriations Subcommittee; and (3) make earnings and other pertinent data from Utah Data Alliance available to students, parents, counselors, and other interested parties, subject to the Utah Data Alliance receiving continued funding."

Between now and the 2016 Legislative Session, the Commissioner's Office will be working with institutions to provide the information requested in this intent language.

Commissioner's Recommendation

This item is an information item only; no action is required, however it is recommended that the Board thank the Presidents, their legislative liaisons, the Commissioners staff, and all who assisted with the legislative session.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS/SJ
Attachment

Session Overview. In preparation for the 2015 Legislative Session, the Board of Regents established a multi-layered budget strategy to continue addressing the most critical needs of USHE institutions as well as prioritize STEM needs in capital development. The Board, with the support of institutional Presidents, prioritized merit-based compensation increases, continued support for *Mission Based Funding*, expanded graduate programs at the University of Utah and Utah State University, and *Performance Funding* as a permanent model to improve common outputs and transparency of state funding for higher education. To achieve the statewide 66% by 2020 goal, supported by the Governor and the Legislature, continued expanded investment in higher education by the state was needed to continue the progress of previous legislative sessions.

2015-2016 Budget

The Legislature had significant new revenues available with an increase of \$389 million in ongoing funds and \$250 million in one-time funds. Most of these new revenues were in education funds (income tax). While these projected revenues were the highest since the recession years of 2009-2011, there were also significant budgetary measures the Legislature considered during the 2015 session including Medicaid expansion, prison relocation, criminal justice reform, school district equalization, and adjustments to the state's fuel tax.

2015-16 new appropriations amount to an ongoing USHE operating budget increase of 4.9%, with the total increase of 5.6% (including one-time funds). While this is less than last year's historic 11.8% increase, with a large portion comprised of one-time funds, it is higher than the 10-year average of 4.6% (including the double-digit budget cuts during 2009-11). It falls short of the projected annual 9% operating budget increase to meet the 66% by 2020 goal.

Compensation and Graduate Programs. The Legislature appropriated a 2% increase in compensation and fully funded the requested 5% increase in health and dental benefit costs. This increase was lower than the requested 3% increase. No new funding was appropriated to *Mission Based Funding* (*Student Participation* and *Distinctive Mission*). \$4 million in ongoing funds was appropriated for research and graduate programs at the University of Utah and Utah State University.

Performance Funding. Some combined ongoing and one-time funds were also appropriated for *Performance Funding*: \$7 million one-time and \$2 million ongoing was

approved for performance funding. While the Legislature did not formally adopt the funding model approved by USHE presidents and the Board of Regents, legislation was approved placing performance funding into state statute. Specifically, the board must develop performance funding based on the following metrics:

- Degrees and certificates granted
- Services provided to traditionally underserved populations
- Responsiveness to workforce needs
- Institutional efficiency
- Graduate research metrics (for research universities only)

The legislation received near unanimous approval in both the House and Senate and takes affect at the beginning of the 2015-16 fiscal year.

Other appropriations include combined ongoing and one-time funding for continued double-digit percentage growth to the Regents' Scholarship (\$500,000, \$2.5million, respectively), enough to fund the full award amounts in 2016. \$3.5 million ongoing and \$1 million one-time funds were approved for the Engineering Initiative. \$1,925,000 ongoing funds were appropriated to support the anticipated impact of a Math Initiative focusing on demonstrated competencies (S.B 196, sponsored by Sen. Ann Millner).

Despite the budgetary challenges, the Higher Education Appropriations Subcommittee formally voted to support all of the budget priorities of the Board of Regents, with much-appreciated advocacy from the committee Co-Chairs, Representative Keith Grover and Senator Stephen Urquhart, on behalf of USHE to legislative leadership.

Capital Budget

It was a very good year for capital development and improvements. Funding for three of the Regents' top capital development priorities were approved by the legislature: \$19,937,000 for the New Science Building at Snow College, \$34 million for the Crocker Science Center at the University of Utah, and \$10 million for a Clinical Services Building at Utah State University. The Legislature also approved future operations and maintenance for these project as well some non-state funded projects. Design/planning funds were appropriated for the CTE Learning Resource & Classroom Building at Salt Lake Community College. Finally, \$111,942,100 in Capital Improvement Funds was appropriated for projects of up to \$2.5 million, USHE typically receives 55-60% of the funds appropriated.

Detailed information on appropriations and capital facilities is attached to this report.

Key Legislation:

USHE tracked over 60 pieces of legislation directly impacting USHE in several areas including college counseling, college math, privately funded scholarships, undocumented students, human resource management, procurement, student safety, career and technical education, occupational licensing, and data management. Below is a summary of several pieces of legislation impacting higher education in Utah:

Approved Legislation

- HB 68 (4th Sub.), Student Privacy Study by Rep. Jacob Anderegg, requires protection of student privacy and allows a student or the student's parent to authorize the collection and release of certain student data. The bill underwent several revisions to address concerns including those impacting higher education and its ability to share and use data to benefit students and policy makers.
- HB 123, Tuition and Fees Assistance for Utah National Guard Members* by Rep. Val Peterson, expands the allowable tuition assistance for a Utah National Guard member to include fees.
- HB 198, Strengthening College and Career Readiness* by Rep. Patrice Arent, creates the Strengthening College and Career Readiness Program to improve students' college and career readiness through enhancing the skill level of school counselors for college and career counseling.
- HB 233, Military Education Amendments* by Rep. Curt Oda, aligns state law with recent federal law changes requiring in-state tuition to be provided to veterans and other eligible individuals, ensuring higher education institutions in Utah are eligible to award United States GI bill benefits.
- HB 314 (1st Sub.), Money Management Act Amendments by Rep. Rich Cunningham, modifies provisions relating to authorized deposits or investments of public funds including those managed by USHE institutions, establishing a 10-year term limit on future investments and a transition process on investments that were previously authorized.
- HB 337, Career and Technical Education Comprehensive Study by Rep. Rich Cunningham, creates a Career and Technical Education (CTE) Board, and directs the Board to conduct a comprehensive study, which includes: an inventory of all CTE programs in Utah; the amount of funding dedicated to the program; the number of CTE certificates issued since 2010; employment information for students, and the extent to which overlap or duplication exists between the program and other CTE programs.
- HB 409, Amendments to the Procurement Code* by Rep. V. Lowry Snow, changes to the state procurement code that allows institutional procurement officers to make more direct decisions and have direct accountability of purchasing action. The bill also allows for exemptions for individual financial advisors associated with an organization's contracted financial retirement manager.

- HR 5, House Resolution Regarding Mathematics Proficiency among High School Students* by Rep. Steve Eliason, expresses support for a requirement that a Utah high school student pass a math course all four years of high school unless the student demonstrates math proficiency.
- SB 64 (2nd Substitute), Utah Educational Savings Plan Amendments* by Sen. Todd Weiler, modifies tax credit provisions related to the Utah Educational Savings Plan to allow for a portion of an individual income tax refund to be contributed to a qualifying Utah Educational Savings Plan. The bill also makes some technical changes.
- SB 65, In-state Tuition for Families of Fallen Public Safety Officers Amendments by Sen. Curt Bramble, modifies current statute providing tuition waivers for a surviving family member of a police officer or firefighter killed in the line of duty to include fees and eliminates considerations of financial need of potential waiver recipients.
- SB 175, School Safety and Crisis Line by Sen. Daniel Thatcher, establishes a statewide school safety and crisis line in partnership with the University Neuropsychiatric Institute at the University of Utah to anonymously receive reports of criminal activities, incidents of bullying, criminal activity, abuse, suicide prevention, and crisis intervention.
- SB 196, Math Competency Initiative by Sen. Ann Millner, designates several pathways for high school students to demonstrate quantitative literacy before graduation. Students who plan to attend college will have to show math competency at a college-entry level. The bill also requires the Board of Regents to develop ways for students to earn college credit as they fulfill math requirements in high school and to expand concurrent enrollment.
- SB 232, Higher Education Performance Funding* by Sen. Stephen Urquhart, is companion legislation to the funding priorities established by the Board of Regents. The bill directs the Board to establish performance funding for higher education institutions. It also requires the Board of Regents and USHE institutions to annually report to the Higher Education Appropriations Subcommittee on the use of performance funding.
- SB 253, Exceptions for Privately Funded Scholarships by Sen. Scott Jenkins, modifies provisions related to verification requirements for receipt of state, local, or federal public benefits. Highlighted Provisions: This bill exempts certain publicly funded scholarships from verification requirements and makes technical changes.

Failed legislation

- HB 210 (1st Sub.), Early College High Schools* by Rep. Val Peterson, distinguishes an early college high school from a regularly authorized charter school. Utah's early college high schools operate in partnership with seven USHE institutions.

- HB 257, Educator Licensing Amendments** by Rep. Norm Thurston, modifies provisions relating to educational personnel preparation programs. It restricts the State Board of Education to only recognize education programs that are accredited by the Council for the Accreditation of Educator Preparation (CAEP) of which only one USHE institution is accredited.
- SB 219, World Language Proficiency Recognition** by Sen. Howard Stephenson, attempted to modify the Regents' Scholarship to match a proposed requirement in world language proficiency for high school students. Passage of the bill would have lowered the foreign language requirement for the Regents' Scholarship, misaligning state statute with the college readiness objectives of the Regents' Scholarship.
- SB 273, Higher Education Tax Credits by Sen. Jim Dabakis, would have enacted a nonrefundable tax credit for certain parents whose adjusted gross income is less than 200% of the federal poverty guideline for certain higher education costs, and provides that the tax credit is subject to apportionment.
- HB 344, Longitudinal Data Center Management Act** by Rep. Jacob Anderegg, modifies the Utah Data Alliance by establishing the State Longitudinal Data Center. The bill establishes the position of state longitudinal data coordinator within the Governor's Office of Management and Budget, and defines procedures for government entities to access educational longitudinal data.
- SCR 5, Concurrent Resolution Regarding Western Governors University**, by Sen. Wayne Harper would have established *Western Governors University of Utah*, strongly urging USHE to equally include WGU in all its promotional efforts of USHE institutions. It also encouraged USHE to “eliminate unnecessary barriers to the delivery” of programs at WGU.

Thank You. The Commissioner's Office expresses gratitude for the cooperation and coordination among the institutional Presidents and their legislative liaisons. In addition, appreciation for the critical advocacy from members of the Board of Regents as well as support of the Governor's Office, Prosperity 2020 and Education First.

* USHE took an official position in support | ** USHE took an official position in opposition

UTAH SYSTEM OF HIGHER EDUCATION
Legislative Action on Capital Facilities for 2015-16

State-funded Capital Improvements

H.B. 3	Amount funded by the 2015 Legislature	\$111,942,100 *	
H.B. 6	Capital Improvement Funds are appropriated to the State Building Board and are allocated to projects of up to \$2.5 million. USHE		
S.B. 2	typically receives 55-60 percent of these funds.		
	* Includes \$111,546,900 for FY 2016 and \$395,200 of supplemental funding for FY 2015		

State-funded Capital Development Projects

	Project	Legislative Action			Future State O&M
		Cash	GO Bond	Cumulative	
S.B. 2	Snow College - New Science Building	\$ 19,937,000		\$ 19,937,000	\$ 322,000
S.B. 2	Huntsman Cancer Research Center	9,500,000		29,437,000	1,850,000
S.B. 2	UU - Crocker Science Center	34,000,000		63,437,000	682,700
S.B. 2	USU - Clinical Services Building	10,000,000		73,437,000	630,500
S.B. 3	SLCC - CTE Learning Resource & Classroom Building	3,000,000		76,437,000	
S.B. 2	DSU - University Plaza Land Bank Purchase	3,000,000		79,437,000	
S.B. 2	USU - Botanical Center Infrastructure	1,250,000		80,687,000	
S.B. 2	WSU - Browning Center Seating	1,000,000		81,687,000	
S.B. 2	UVU - Student Activity Center	1,500,000		83,187,000	
S.B. 2	SLCC - Fencing	250,000		83,437,000	
Total - State-funded Capital Development Projects		\$ 83,437,000	0	n/a	\$ 3,485,200

Other Funds Projects

Project		Funding Source	Legislative Action			
			Approved Amount	Bonding Approval	State O&M Requested	Future State O&M
S.B. 9	UU - Browning Building Addition	Donated Funds	\$ 8,200,000	n/a	\$ 199,700	\$ 199,700
S.B. 9	UU - Orson Spencer Hall Redevelopment	Donations/Bonding	60,000,000	\$ 45,000,000	1,049,500	1,049,500
S.B. 9	USU - Fine Arts Complex Addition/Renovation	Donations/Bonding	10,000,000	n/a	175,000	175,000
S.B. 9	USU - Valley View Residence Hall Replacement	Bonding	23,100,000	23,100,000	n/a	n/a
S.B. 9	USU - Romney Stadium West Side Renovation	Donations/Bonding	31,000,000	23,000,000	n/a	n/a
S.B. 9	DSU - Student Housing Project	Bonding	21,500,000	20,000,000	n/a	n/a
S.B. 9	SLCC - South City Campus Strength & Conditioning Center	Bond Reserves	3,900,000	n/a	n/a	n/a
Total - Other Funds Projects			\$ 157,700,000	\$ 111,100,000	\$ 1,424,200	\$ 1,424,200

March 27, 2015

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 January 23, 2015, University of Utah, Salt Lake City, Utah (Attachment).

B. Grant Proposals

1. University of Utah – Ed Office of Special Education Programs; “Sensory Impairment Teachers”; \$1,244,230. Christine Clark Bischke, Principal Investigator.
2. University of Utah – Ed Office of Special Education Programs; “Positive Behavior Support”; \$1,226,399. Robert E. O'Neill, Principal Investigator.
3. University of Utah – Ed Office of Special Programs; “Parent-Training Approach”; \$1,205,865. Aaron Jason Fischer, Principal Investigator.
4. University of Utah – National Science Foundation; “Hazards Sees: Post-Wildfire”; \$2,999,556. Evert C. Lawton, Principal Investigator.
5. University of Utah – National Science Foundation; “NSF SCH Active Smart Helmet”; \$1,985,508. Mark Andrew Minor, Principal Investigator.
6. University of Utah – Stony Brook University; “Accelerating Innovation”; \$1,500,000. Ganesh Gopalakrishnan, Principal Investigator.
7. University of Utah – NIH National Institute of Child Health & Human Development; “Pediatric Asthma”; \$3,154,828. Christopher A. Reilly, Principal Investigator.
8. University of Utah – DHHS National Institute of Health; “Heparan Sulfated”; \$1,862,500. Kuberan Balagurunathan, Principal Investigator.

9. University of Utah – Northwestern University; “Long-Acting HIV Prophylaxis”; \$1,018,500. You Han Bae, Principal Investigator.
10. University of Utah – UT Department of Workforce Services; “TANF Contract”; \$2,274,486. Mary Beth Vogel-Ferguson, Principal Investigator.
11. University of Utah – NIH National Institute of Child Health & Human Development; “ASD and Pregnancy”; \$3,833,370. Michael Sean Esplin, Principal Investigator.
12. University of Utah – NIH National Institute of Child Health & Human Development; “Rapid EC”; \$1,862,500. David Turok, Principal Investigator.
13. University of Utah – DHHS National Institutes of Health; “Molecular Mechanisms in Transc”; \$1,862,500. David J. Stillman, Principal Investigator.
14. University of Utah – NIH National Heart Lung & Blood Institute; “Genetic Vascular Disease”; \$1,862,500. Dean Y. Li, Principal Investigator.
15. University of Utah – DHHS National Institutes of Health; “Mobile Decision Support System”; \$3,513,344. Christopher R. Butson, Principal Investigator.
16. University of Utah – DOD Defense Threat Reduction Agency; “Forensics by Calorimetry”; \$1,750,000. Luther McDonald IV, Principal Investigator.
17. University of Utah – National Science Foundation; “NSF NSF DMREF”; \$1,175,544. Terry Arthur Ring, Principal Investigator.
18. University of Utah – National Science Foundation; “NCS-FO: DEEP-BRAIN SUPER-RESOL”; \$1,000,000. Rajesh Menon, Principal Investigator.
19. University of Utah – UT Department of Health; “Drug Information Services”; \$2,073,750. Gary M. Oderda, Principal Investigator.
20. University of Utah – National Science Foundation; “Tax4 Construction”; \$1,799,420. Gordon B. Thomson, Principal Investigator.
21. University of Utah – DOD Defense Threat Reduction Agency; “Engineering the Biotic-Abiotic”; \$1,750,000. Shelley D. Minteer, Principal Investigator.
22. University of Utah – National Science Foundation; “STEM Proposal”; \$1,349,799. Emina Alibegovic, Principal Investigator.

23. University of Utah – National Science Foundation; “Bio-Inspired Scaleable Nanoman”; \$1,199,314. Shelley D. Minter, Principal Investigator.
24. University of Utah – National Science Foundation; “DMREF”; \$1,183,822. Shelley D. Minter, Principal Investigator.
25. University of Utah – AAA Foundation for Traffic Safety; “Workload in Vehicles”; \$3,362,210. David Lee Strayer, Principal Investigator.
26. University of Utah – US Department of Defense; “Assessing Suicide Risk”; \$2,414,421. Brian Robert Baucom, Principal Investigator.
27. University of Utah – NIH National Heart Lung & Blood Institute; “Loving Kindness Intervention”; \$1,117,500. Bert N. Uchino, Principal Investigator.
28. University of Utah – NIH National Institute for Child Health and Human Development; “IDEAL”; \$6,261,985. Erica Boiman Johnstone, Principal Investigator.
29. University of Utah – NIH Institute for Neurological Disorders and Stroke; “Bonkowsky U54 Dec 2014”; \$2,500,000. Joshua Leitch Bonkowsky, Principal Investigator.
30. University of Utah – Biofire Diagnostics Inc; “Fluorescent DNA AMP Research”; \$2,564,600. Carl Thomas Wittwer, Principal Investigator.
31. University of Utah – Biofire Diagnostics Inc; “Fluorescent DNA AMP Service”; \$2,284,100. Carl Thomas Wittwer, Principal Investigator.
32. University of Utah – NIH National Institute for Child Health and Human Development; “WRHR”; \$1,700,975. Matthew Peterson, Principal Investigator.
33. University of Utah – NIH National Institute on Drug Abuse; “Citicoline in ATS”; \$1,489,808. Perry Franklin Renshaw, Principal Investigator.
34. University of Utah – Merck & Company Inc; “MK8931-019-05”; \$1,121,896. Edward Zamrini, Principal Investigator.
35. University of Utah – Novartis Pharmaceuticals Corp; “CTL019B2202”; \$1,001,284. Michael A. Pulsipher, Principal Investigator.
36. University of Utah – National Science Foundation; “MRI: Heterogeneous Compute”; \$3,809,289. Thomas E. Cheatham, Principal Investigator.

37. Utah State University – US Department of Education (DoED); “Project MAP-ITT: Multiple Approaches Providing Instruction in Teacher Training”; \$1,083,408. Deborah Golos, Principal Investigator; James Blair, Co-Principal Investigator.
38. Utah State University – US Department of Ed –Office of Special Education Programs and Projects (OESP); “Personnel Preparation for Audiologists and Speech-language Pathologists Serving”; \$1,085,225. Karen Munoz, Principal Investigator; Karl White, Julie Wolter, Co-Principal Investigators.
39. Utah State University – US Department of Education (DoED); “Development and Evaluation of an Interdisciplinary Transition Leadership Grant”; 1,131,950. Robert Morgan, Principal Investigator; Kathleen Oertle, Timothy Riesen, CO-Principal Investigators.
40. Utah State University – US Department of Education (DoED); “Multidisciplinary Leadership Preparation to Enhance Language and Literacy Outcome”; \$1,243,291. Timothy Slocum, Principal Investigator; Lillian Duran, Ron Gillam, Co-Principal Investigators.
41. Utah State University – US National Science Foundation (NSF); “Focusing on Historically Challenging STEM Gateway Courses and Providing Resource”; \$2,000,0000. Peter Iyere, Principal Investigator; Russell Goodrich, Virgil Caldwell, Co-Principal Investigators.
42. Utah State University – Southwest Research Institute (SwRI); “Sub-Arcsecond Resolution Ultraviolet Explorer (SARUX)”; \$24,346,423. Jed Hancock, Principal Investigator.
43. Utah State University – Naval Research Lab; “Naval Research Laboratory (NRL) High Precision Pointing Mirror System (HPPS) Phase II”; \$3,074,921.67. Burt Lamborn, Program Manager.
44. Utah State University – Air Force Space and Missiles Command; “Mission Data Processing (MDP) for Wide Field of View (WFOV) Testbed”; \$24,499,200. Kenny Reese, Program Manager.
45. Utah State University – NASA Goddard Space Flight Center; “Space Capable Visible Camera”; \$2,635,517. Jed Hancock, Principal Investigator.
46. Utah State University – Utah System of Higher Education - University of Utah; “Utah Alliance for Alzheimer’s Disease”; \$1,294,524. Joann Tschanz, Principal Investigator; Ron Munger, Christopher Corcoran, Co-Principal Investigators.
47. Utah State University – US National Science Foundation (NSF); “Transformation through Integration: interdisciplinary campus-wide engagement in”; \$2,898,115. Mary Hubbard,

Principal Investigator; Mark Koven, Robert Schmidt, Robert Davies, Co-Principal Investigators.

48. Utah State University – US Department of Education (DoED); “Student Support Services”; \$1,727,605. Garth Wilson, Principal Investigator.
49. Utah State University – US National Science Foundation (NSF); “DMREF: Collaborative Research: Designing New Spider Silk Materials”; \$1,474,972. Randolph V. Lewis, Principal Investigator.
50. Utah State University – US Department of Health and Human Services - National Institutes of Health (NIH); “Characterization of Mtr4-mediated interactions”; Sean Johnson, Principal Investigator.
51. Utah State University – Naval Research Lab; “Naval Research Laboratory (NRL) Optical Telescope Assembly (OTA) Phase II”; \$2,990,993.88. Burt Lamborn, Program Manager.
52. Utah State University – Naval Research Lab; “FY 15 Interim Virtualized Imagery Processing Capability (VIP-C) Tasks”; \$2,279,800. Glen Wada, Principal Investigator.
53. Utah State University – Applied Technology Associates Aerospace; “Small Satellite Portfolio (SSP)”; \$1,798,675. David Anderson, Program Manager.
54. Utah State University – Misc Federal Sponsors; “Remote Global GEOINT (Geospatial Intelligence) Ground (RG3) Task Order (TO) 8 - Marine Corps Fiscal Year (FY) 15-16”; \$8,674,250. Teresa Jensen, Program Manager.

C. Awards

1. University of Utah – Air Force Office of Scientific Research; “Catalyst and Fuel Interactions to Optimize Endothermic C”; \$1,350,000.
2. University of Utah – NIH National Institute of General Medical Science; “Structural Biology Center for HIV/HOST Interactions in T”; \$4,503,202. Wesley I. Sundquist, Principal Investigator.
3. University of Utah – NIH National Heart Lung & Blood Institute; “Sprint –Option3”; \$3,990,712. Alfred K. Cheung, Principal Investigator.
4. Utah State University – UT Department of Workforce Services; “Utah Supplemental Nutrition Assistance Program Education (SNAP-Ed) FY 2015”; \$1,309,747. Heidi Leblanc, Principal Investigator.

5. Utah State University – UT Department of Workforce Services; “Stepfamily Education”; \$1,120,797. Brian Higginbotham, Principal Investigator.
6. Utah State University – Misc Private Sources; “BRRATT”; \$1,018,988. Matt Cupal, Program Manager.
7. Utah State University – Naval Research Lab; “Naval Research Laboratory (NRL) Intelligence, Surveillance, and Reconnaissance Systems (ISRS) Task Order 0001-Silverbolt”; \$1,000,000. Matt Cupal, Program Manager.

D. Academic Items Received and Approved

1. New Programs
 - a. University of Utah – Emphasis in Chemical Engineering in Bachelor of Arts and Bachelor of Science in Chemistry
 - b. University of Utah – Emphases in Bachelor of Arts and Bachelor of Science in Geography
 - i. Emphasis in Climate Change
 - ii. Emphasis in Ecology and Biogeography
 - iii. Emphasis in Geographic Information Science
 - iv. Emphasis in Geomorphology and Hydrology
 - v. Emphasis in Global Development, Population, and Sustainability
 - vi. Emphasis in Hazards, Resources, and Human Security
 - vii. Emphasis in Remote Sensing of the Environment
 - viii. Emphasis in Urban Systems, Location, and Resilience
 - c. University of Utah – Emphasis in Statistical Analysis for Bachelor of Arts and Bachelor of Science in Economics
 - d. University of Utah – Graduate Certificate in Adult/Gerontology Acute Care Nurse Practitioner
 - e. University of Utah – Graduate Certificate in Family Nurse Practitioner
 - f. University of Utah – Graduate Certificate in Nurse Midwifery
 - g. University of Utah – Graduate Certificate in Nursing Education
 - h. University of Utah – Graduate Certificate in Women’s Health Nurse Practitioner
 - i. University of Utah – Minor in Music Technology
 - j. Utah State University – Emphasis in Applied Environmental Geoscience in Bachelor of Science in Geology
 - k. Utah State University – Emphasis in Human Biology in Bachelor of Science in Biology
 - l. Utah State University – Minor in Real Estate
 - m. Weber State University – Certificate of Proficiency in Spanish
 - n. Snow College – Certificate of Completion in General Education
 - o. Utah Valley University – Certificate of Proficiency in Entrepreneurship
 - p. Utah Valley University – Minor in Applied Data Analytics
 - q. Utah Valley University – Minor in Communication
 - r. Utah Valley University – Minor in Geography

- s. Utah Valley University – Minor in Latin American Studies
 - t. Utah Valley University – Minor in Portuguese
 - u. Salt Lake Community College – Certificate of Completion – Commercial Foods
 - v. Salt Lake Community College – Certificate of Completion – Diesel Service Technician and Driver
 - w. Salt Lake Community College – Certificate of Proficiency – Diesel Service Technician
- 2. New Administrative Unit
 - a. Dixie State University – Department of Health and Human Performance
 - 3. Administrative Unit Name Change
 - a. Salt Lake Community College – Paralegal Studies to Legal Studies
 - 4. Administrative Unit Consolidation
 - a. Southern Utah University – School of Continuing and Professional Studies to School of Graduate and Continuing Studies
 - 5. Program Restructure
 - a. Utah Valley University – Mechatronics Engineering Technology
 - b. Utah State University – Agricultural Systems Technology – Master of Science degree into two degrees
 - i. Agricultural Extension and Education – Master of Science Degree
 - ii. Family and Consumer Sciences Education and Extension – Master of Science Degree
 - 6. Program Restructure and Name Change
 - a. Utah State University – Bachelor of Arts and Bachelor of Science in Environmental Soil/Water Sciences to Bachelor of Arts and Bachelor of Science in Land, Plant, and Climate Systems
 - i. Emphasis in Applied Climatology
 - ii. Emphasis in Environmental Soil Science
 - iii. Emphasis in Sustainable Food Production
 - 7. Program Restructure, Discontinuation, and Name Change
 - a. Southern Utah University – Associate of Applied Science in Aerospace/Aviation Technology – Professional Pilot
 - 8. Name Change
 - a. University of Utah – Master of Science in Mathematics (Teaching) to Master of Science in Mathematics Teaching
 - b. Weber State University – Bachelor of Science in Electronics Engineering to Bachelor of Science in Electrical Engineering

- c. Southern Utah University – Bachelor of Science in Integrated Engineering to Bachelor of Science in Engineering
 - d. Salt Lake Community College – Certificate of Proficiency in Advanced Accounting to Certificate of Proficiency in Intermediate Accounting
- 9. Discontinue
 - a. Utah State University – Bachelor of Science in Applied Environmental Geoscience
 - b. Utah State University – School Health Emphasis in the Bachelor of Science Health Education and Promotion degree
 - c. Utah State University – School Health Teaching Minor
 - d. Utah Valley University – Bachelor of Science in Digital Media (Effective Fall 2015)
 - e. Utah Valley University – Dance Emphases in Bachelor of Arts and Bachelor of Science in Integrated Studies:
 - i. Emphasis in Ballet
 - ii. Emphasis in Ballroom Dance
 - iii. Emphasis in Modern Dance
- 10. Two-Year Follow-Up Report
 - a. Snow College – Bachelor of Music in Commercial Music
- 11. Three-Year Follow-Up Report
 - a. Southern Utah University – Bachelor of Arts and Bachelor of Science in General Studies
 - b. Southern Utah University – Bachelor of Arts and Bachelor of Science in Philosophy
 - c. Southern Utah University – Museum Studies Minor
 - d. Southern Utah University – Sustainability Studies Minor
- 12. Five-Year Review
 - a. Snow College – Department of Music
 - b. Snow College – Department of Theatre
 - c. Snow College – Department of Visual Arts
- 13. Correction to September 2014, State Board of Regents, General Consent Calendar, New Program Name Change
 - a. University of Utah – From Department of Entrepreneurship and Strategic Management to Department of Entrepreneurship and Strategy
- E. Finance and Facilities Items
 - 1. Utah State University – November 14, 2014 Board of Regents Meeting Follow-up Items (Attachment)
 - a. Acquisition of Properties Contiguous to the Logan Campus
 - b. Long-term Ground Lease on the Utah State University Eastern Campus
 - c. Uintah Basin Regional Campus Ground Lease Approval

2. Updated Evaluation Schedule to Policy R209 (Attachment)

DLB/KLS
Attachments

David L. Buhler
Commissioner of Higher Education

STATE BOARD OF REGENTS
UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
COMMANDER'S HOUSE / UNIVERSITY GUEST HOUSE
FRIDAY, JANUARY 23, 2015

Contents of Minutes

Attendance	1
State of the University.....	2
Resolutions.....	2
John B. "Jack" Goddard (Remembrance)	
Speaker Rebecca D. Lockhart (Remembrance)	
Keith M. Buswell (Appreciation)	
Updated Strategic Direction and Goals.....	2
Institutional Completion Goals	3
New USHE Performance Funding Model Proposal	3
2015 Legislative Priorities.....	3
General Consent Calendar	3
Reports of Board Committees	
<u>Academic and Student Affairs Committee</u>	3
Utah Valley University – Bachelor of Arts in Art History	
Utah Valley University – Bachelor of Fine Arts in Theatre Arts (TAB B)	
Snow College – Certificate of Completion in Agribusiness and Associate of Applied Science	
Degree in Agribusiness with Emphases in Agribusiness and Management, Animal Science,	
Agronomy, and Range	
Revision of Policy R461, Access, Admission, and Articulation	
Institutional Completion Goals	
Report of the Technology Initiative Advisory Board to the Utah State Board of Regents	
"Expect the Great" African/African American Leadership and College Fair Event	
Utah College Application Week	
<u>Finance/Facilities Committee</u>	4
New USHE Performance Funding Model Proposal	
2015-16 Mission Based Funding Initiatives	
FY 2016 Capital Development Projects Changes	
Weber State University – Renovation of Davis Campus Northrup Grumman Building (TAB L)	
Weber State University – Miller Administrative Building Systems Renovation	
Weber State University – Series 2015 Bond Issue to Refund Student Facilities System Revenue	
Bonds	
UHEAA - Proposed Student Loan Portfolio Purchase and Financing	

Update on Institutional Audit Reports to the Regents' Audit Committee
USHE – 2015 Data Book
Securities Exchange Commission (SEC) Municipalities Continuing Disclosure Cooperation (MCDC)
Initiative
Utah State University – Donation of Caine Home Contiguous Property to the Logan Campus
University of Utah Health Care System Remodeling Projects
University of Utah – Series 2015A General Revenue and Refunding Bonds
USHE – Annual Report on Institutional and Revenue Bonded Indebtedness
USHE – Report of Auxiliary Funds

Adjournment 6

DRAFT

STATE BOARD OF REGENTS
UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
COMMANDER'S HOUSE / UNIVERSITY GUEST HOUSE
FRIDAY, JANUARY 23, 2015

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
France A. Davis, Vice Chair
Jessellie B. Anderson
Nina R. Barnes
Bonnie Jean Beesley
Wilford W. Clyde
James T. Evans
Brady L. Harris
Marlin K. Jensen
Robert S. Marquardt
Jed H. Pitcher
Robert W. Prince
Mark R. Stoddard
Teresa L. Theurer
Joyce P. Valdez
John H. Zenger

Regents Absent

Leslie Brooks Castle
Jefferson Moss
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 Stauffer, Associate Commissioner for Planning, Finance and Facilities
David Feitz, Executive Director of UHEAA

Institutional Presidents Present

David W. Pershing, University of Utah
Stan L. Albrecht, Utah State University
Charles A. Wight, Weber State University
Scott L. Wyatt, Southern Utah University
Richard B. Williams, Dixie State University
Deneece G. Huftalin, Salt Lake Community College

Institutional Presidents Absent

Gary L. Carlston, Snow College
Matthew S. Holland, Utah Valley University

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 University of Utah Board of Trustees.

The Committee of the whole was called to order at 9:15 a.m. It was moved by Regent Stoddard and seconded by Regent Zenger to meet in Executive Session for the purpose of discussing the character, professional competence, or physical or mental health of individuals. The motion carried. The Board met in Executive Session until 10:13 a.m.

Following Executive Session, the Board of Regents met in committees from 10:15 until 11:45 a.m. which was followed by lunch.

Chair Campbell called the meeting to order at 12:40 p.m. He excused Presidents Holland and Carlston, and Regents Castle, Pitcher and Simmons. He then turned the time over to President Pershing for the state of university address.

State of the University

President Pershing gave a presentation on the state of the University of Utah focusing on student learning and engagement initiatives, followed by highlights and updates of the campus master plan.

The Committee of the Whole was again called back to order by Chair Campbell at 1:02 p.m. Chair Campbell announced the resolutions listed as the last item of business would now be the first.

Resolutions

John B. "Jack" Goddard

Regent Marquardt spoke on behalf of a resolution of remembrance for John B. Goddard and his impact on higher education and the state of Utah, specifically the Weber County community. **It was moved by Regent Marquardt and seconded by Regent Zenger to adopt the resolution. The motion carried.**

Speaker Rebecca D. Lockhart

Regent Clyde read the resolution of remembrance for Rebecca D. Lockhart, spoke in behalf of the resolution, and moved the approval of it. **It was seconded by Regent Davis and carried.**

Keith M. Buswell

Regent Theurer spoke in support of a resolution of appreciation for Keith M. Buswell for his service on the State Board of Education and the State Board of Regents. **It was moved by Regent Theurer and seconded by Regent Prince to adopt the resolution for Mr. Buswell. The motion carried.**

Updated Strategic Direction and Goals (TAB X)

Commissioner Buhler reported on the updated strategic direction and goals the Board and USHE presidents have been discussing over the last several months. The USHE's purpose is higher education advances the prosperity and quality of life for all Utahns. The target is 66 percent of adults ages 25-35 will have earned a post-secondary degree or certificate by 2020. The strategic objectives are affordable participation, timely completion and innovative discovery. **It was moved by Regent Stoddard and seconded by Regent Beesley to approve the purpose statement, reaffirm support for the statewide goal of 66by2020, and approve the strategic directions, goals and possible tactics as contained in Tab X. It was also recommended that these materials guide the continued work of the Commissioner's Office and institutions as well as guide the Board in making future budget and capital requests, policy considerations and strategic planning. Finally, the Regents direct the**

Commissioner to bring to the Board, during 2015, a proposal for an inclusive process leading to a meaningful, new long-range higher education strategic plan. The motion carried.

Institutional Completion Goals (TAB E*)

Commissioner Buhler reported on the history, strategies, and progress of USHE's completion goals, which were also discussed in the Academic and Student Affairs Committee. **It was moved by Vice Chair Davis and seconded by Regent Beesley to thank the presidents and institutions for their efforts, encourage continued efforts in meeting the completion goals, and accept the attachment in Tab E which outlined the three- and five-year institutional completion goals. The motion carried.**

New USHE Performance Funding Model Proposal (TAB I*)

Commissioner Buhler reported on the new performance funding model proposal which was also discussed in the Finance and Facilities Committee. The emphasis includes rewarding excellence, completion and a balanced approach. Commissioner thanked Presidents Wight, Pershing and Wyatt for their participation in the Performance Funding Working Group. He briefly explained the three USHE metrics and institution-specific metrics, the allocation of funds and implementation of the funding model. Action on this item was delayed until the Finance and Facilities Committee chair reported to the board.

2015 Legislative Priorities (TAB Y)

Commissioner Buhler reported on the regional legislative briefings and kick off meetings, the upcoming Higher Education Lunch on the Hill on February 20, and the key legislative efforts. **It was moved by Regent Anderson and seconded by Regent Barnes to endorse the budget and priorities of USHE for the 2015 Session of the Utah State Legislature as adopted by the Board on September 26, 2014, endorse the capital facilities priorities of USHE as adopted by the Board on August 19, unite with the Commissioner and staff, Presidents and institutional representatives behind the system priorities, authorize the Commissioner to monitor, support, or oppose legislation, and to provide the Board with regular updates all as outlined in Tab Y. The motion carried.**

General Consent Calendar (TAB Z)

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

- A. Minutes – Minutes of the Board meeting November 14, 2014, Utah Valley University, Orem, Utah; Minutes of the Board meeting December 8, 2014, Conference Call; and Minutes of the Board meeting December 11, 2014, Snow College, Ephraim, Utah.
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved
- E. Executive Committee Item Received and Approved

Reports of Board Committees

Academic and Student Affairs Committee

Utah Valley University – Bachelor of Arts in Art History (TAB A)

Utah Valley University – Bachelor of Fine Arts in Theatre Arts (TAB B)

Snow College – Certificate of Completion in Agribusiness and Associate of Applied Science Degree in Agribusiness with Emphases in Agribusiness and Management, Animal Science, Agronomy, and Range (TAB C)

Regent Prince briefly reported on the three degrees above and made one motion to approve the degrees as outlined in Tabs A, B and C. The motion was seconded by Regent Valdez and carried unanimously.

Revision of Policy R461, Access, Admission, and Articulation (TAB D)

Regent Prince reported the language of R461 was updated as well as provisions regarding Admission of Veterans in response to state legislation passed in recent years. **It was moved by Regent Prince and seconded by Regent Theurer to approve the revisions of policy R461 as outlined in Tab D. The motion carried.**

Institutional Completion Goals (TAB E)

This item was approved earlier (see above).

Report of the Technology Initiative Advisory Board to the Utah State Board of Regents (TAB F)

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

"Expect the Great" African/African American Leadership and College Fair Event (TAB G)

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

Utah College Application Week (TAB H)

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

Finance/Facilities Committee

New USHE Performance Funding Model Proposal (TAB I)

Regent Marquardt reported this item was presented earlier by Commissioner Buhler, adding that it is the right approach, a measured approach, and balanced with other priorities. **It was moved by Regent Marquardt and seconded by Regent Barnes to approve, as a proposal to the 2015 Legislature, the Performance Funding Model as described in Tab I. The motion carried.**

2015-16 Mission Based Funding Initiatives (TAB J)

Regent Marquardt reported this item contains specific detail of each initiative by institution for implementing mission based funding during the fiscal year 2015-16. **Regent Marquardt added it was well thought out and moved the approval of the fiscal year 2015-2016 Mission Based Funding detailed request for Student Participation, Distinctive Mission, and Research 1 Graduate Program Initiatives, adherent to Utah State Code 53B-7-101. The motion was seconded by Regent Zenger and carried by the Board.**

FY 2016 Capital Development Projects Changes (TAB K)

Regent Marquardt reported there have been some changes made to the scope and funding amounts of several projects since the Board's prioritization of State-funded Capital Development Projects on August 19, 2014 and approval of Non-state funded projects on September 26, 2014. The most common changes

are successful fundraising and updated Construction Budget Estimates provided by DFCM. **It was moved by Regent Marquardt and seconded Clyde to ratify the changes to the projects as outlined in Tab K. The motion carried.**

Weber State University – Renovation of Davis Campus Northrup Grumman Building (TAB L)

Weber State University – Miller Administrative Building Systems Renovation (TAB M)

Regent Marquardt reported on the above renovation requests by Weber State University. **It was moved by Regent Marquardt and seconded by Regent Anderson to approve authorization for both of these projects for submission to the State Building Board for final design and construction approval. The motion carried.**

Weber State University – Series 2015 Bond Issue to Refund Student Facilities System Revenue Bonds (TAB N)

Regent Marquardt reported on Weber State University's request for authorization to issue Series 2015 Revenue Bonds to refund a portion of previously issued Series 2005 Facilities System Revenue Bonds. **It was moved by Regent Marquardt and seconded by Regent Harris to approve the refinancing request as proposed. The motion carried.**

UHEAA - Proposed Student Loan Portfolio Purchase and Financing (TAB O)

Regent Marquardt reported the UHEAA has a unique opportunity to purchase a loan portfolio from Bank of America for a cost of nearly \$1.8 billion, which is a significant investment for UHEAA. He reported the Student Finance Subcommittee discussed it at length this past Tuesday, and the Finance and Facilities Committee discussed the item at length today. He asked David Feitz, Executive Director of UHEAA to report in more detail. Mr. Feitz reported the portfolio will be acquired with funds drawn on a short-term financing which would be replaced with a series of permanent financings over the next two years. The plan is to service the loans in Utah at the Gateway Office. He also reported upon the completion of the due-diligence phase; the purchase would be made in February. He added that this transaction has good economic advantages to the board and manageable risks. **It was moved by Regent Marquardt and seconded by Regent Stoddard to approve the Approving Resolution, as attached in Tab O, authorizing the purchase of the student loan portfolio and the related RBC Warehouse Line of Credit. The motion carried.**

Update on Institutional Audit Reports to the Regents' Audit Committee (TAB P)

Regent Marquardt reported the Audit Committee met the previous day and the process is working very well. He added there were no significant reports of fraud or waste, but were some issues that need to be addressed in the future including process and resources. This was an information item; no action was taken.

USHE – 2015 Data Book (TAB Q)

Regent Marquardt encouraged the Regents to take a look at the 2015 Data Book online. There was no action taken on this information item.

Securities Exchange Commission (SEC) Municipalities Continuing Disclosure Cooperation (MCDC) Initiative (TAB R)

Regent Marquardt reported this item came to the Regents previously, and while it had been established no additional disclosure is necessary, there are recommendations of addressing policy changes and reporting in the future. No action was taken on this information item.

Utah State University – Donation of Caine Home Contiguous Property to the Logan Campus (TAB S)

Regent Marquardt reported on the acceptance of a gifted property. The donor's intent is for the property, which consists of a house, parking lot and landscaped yard, to benefit the Caine College of the Arts programs and activities. No action was taken on this information item.

University of Utah Health Care System Remodeling Projects (TAB T)

Regent Marquardt reported on three impending University of Utah Health Care System remodeling projects. No action was taken on this item.

University of Utah – Series 2015A General Revenue and Refunding Bonds (TAB U)

Regent Marquardt reported on the University of Utah refinancing of their general bond system. No action was taken on this information item.

USHE – Annual Report on Institutional and Revenue Bonded Indebtedness (TAB V)

USHE – Report of Auxiliary Funds (TAB W)

Regent Marquardt reported on the above annual reports. No action was taken on these information items.

Chair Campbell expressed appreciation for the work that went behind all of the board items today. He also reminded the Regents to complete the annual Public Officer's Disclosure Statements.

It was moved by Regent Theurer and seconded by Regent Harris to adjourn. The motion carried and the Committee of the Whole adjourned at 1:46 p.m.

Kirsten Schroeder, Executive Secretary

Date Approved:

STATE BOARD OF REGENTS
 GENERAL CONSENT CALENDAR – ATTACHMENT
 UTAH STATE UNIVERSITY – NOVEMBER 14, 2014 BOARD OF REGENTS MEETING FOLLOW-UP ITEMS
 MARCH 2015

At the November 14, 2014 Board Meeting there were three Utah State University (USU) agenda items that were approved pending verification that specified provisions of the final documents, when available, would be in compliance with Regents' policies and procedures. The three relevant items and their resolution are as follows:

- A. Acquisition of Properties Contiguous to the Logan Campus – The three-party transactions included exchange of a USU property in North Logan and \$600,000 in cash for three properties on Darwin Avenue that are contiguous to the Logan campus. All transactions were completed at the appraised value of the properties as follows:

Appraised Value of Acquired Darwin Ave. Properties	\$1,525,000
Appraised Value of Exchanged North Logan Property	<u>925,000</u>
USU Cash Payment for the Balance	\$ 600,000

- B. Long-term Ground Lease on the Utah State University Eastern Campus – This is a lease of land to Carbon County for their development of two soccer fields and related amenities. The terms and conditions of the final lease document are consistent with the "Tentative Ground Lease Parameters" document presented to the Regents and have been verified by the Attorney General's office as compliant with statutory provisions as to form and legal authority.
- C. Uintah Basin Regional Campus Ground Lease Approval – The prospective lessee of the property decided to not go forward with the proposed project, so this transaction did not occur.



R209, Evaluation of Presidents¹

R209-1. Purpose: The purpose of this policy is to establish procedures for the comprehensive and formal evaluation of the performance of each president in the Utah System of Higher Education in order to ensure high quality education at each institution. These procedures are designed to assess the quality of the president's administrative performance within the context of the institution's mission, vision, strategic goals, and in fulfillment of his or her presidential charge. The comprehensive evaluation process is intended to reflect the full scope of administrative duties expected of the president, and to provide meaningful, substantive feedback from key constituents, e.g., colleagues, members of the institutional Board of Trustees, Regents, and leaders in the community, regarding the president's efforts and areas of strength as well as the areas that need improvement.

R209-2. References

- 2.1. Utah Code §53B-2-102 (Board to Appoint President of Each Institution)
- 2.2. Policy and Procedures R120, Bylaws; 3.3.3., Institutional Governance and Administration
- 2.3. Policy and Procedures R208, Resource and Review Teams

R209-3. Definitions

- 3.1. **Commissioner:** the Commissioner of Higher Education.
- 3.2. **Institution:** for evaluations of presidents this refers to the college or university for which the president is the chief executive officer. For evaluation of the Commissioner this refers to the Office of the Commissioner and Board of Regents.
- 3.3. **President:** the chief executive officer of each college or university within the Utah System of Higher Education.

R209-4. Policy

- 4.1. **Comprehensive Evaluation:** The performance of each president will be comprehensively evaluated following the first year of his or her tenure (during year 2) and every four years thereafter (during years 6 and 10). The evaluations under this policy shall occur in the spring in lieu of the spring review under R208. The Regents or the president may request a comprehensive evaluation at a shorter interval.
- 4.2. **Resource and Review Team Assessment:** The performance of each president will be assessed annually by a Resource and Review Team, as provided in Regents' Policy R208. During the year of comprehensive evaluation, the Resource and Review Team shall conduct a more limited spring review, i.e. not meet with members of the President's cabinet, for the purposes of compensation adjustments per R205 (Presidential Appointment, Term of Office, and Compensation and Benefits) and participate in the fall meeting. The Resource and Review Team may meet with the president throughout the year by mutual

¹ Adopted April 26, 1977; amended July 27, 1977; May 17, 1983; September 11, 1987; July 21, 1989; November 4, 1994; November 3, 1995, April 22, 2005, April 3, 2009, April 1, 2010, March 29, 2013 and March 28, 2014.

agreement with the president. The information and reports gathered by the Resource and Review Team will be made available to the Evaluation Committee.

4.3. Guidelines for Evaluation: The comprehensive evaluation required by this policy shall adhere to the following guidelines in order to make the evaluation process fair, meaningful, and effective:

4.3.1. Objectivity: Objectivity extends to the criteria to be assessed, the process for the completion of the evaluation, and the selection of persons who will participate in the evaluation.

4.3.2. Clearly-defined criteria that relate to the institution's missions and goals: The criteria for evaluation must encompass an appropriate scope. The criteria shall include outcome standards that relate the actions of the individual to the mission and goals of the institution as well as process criteria that describe the critical behaviors of effective leaders.

4.3.3. Meaningful evaluation: Appraisal of an individual's job performance should be made only by those in a position to observe that performance. Opinions concerning the president's performance will be limited to those faculty, students, staff, and others in positions that afford them enough interaction with the president to make meaningful judgments.

4.3.4. Well-planned schedule of implementation: A timetable for evaluation will be utilized in order to provide an adequate period for data collection, review, and feedback.

4.3.5. Clear policy for reporting and use: An Evaluation Committee will carry out the evaluation, and the results of each evaluation are to be shared with the president. The results of the evaluation shall remain confidential. Documentation that the evaluation has taken place will be maintained for accreditation records.

4.3.6. Opportunity for response and self-assessment: By engaging in the planning for the performance evaluation, i.e., the setting of performance goals, the presentation of evidence related to the attainment of those goals, and discussion of the performance plan with the Evaluation Committee, each president will have the opportunity to complete a self-assessment and provide a response to the evaluation.

4.3.7. Review of the evaluation process: The evaluation process outlined herein must be periodically reviewed and revised as necessary.

R209-5. Procedures

5.1. Evaluation Committee

5.1.1. Composition of Evaluation Committee: The evaluation will be conducted by an Evaluation Committee of no fewer than three (3) members, including an Evaluation Consultant. The president shall submit a list of potential committee members to the Commissioner for consideration. The Chair of the Board of Regents shall appoint the Evaluation Committee members upon the recommendation of the Commissioner and the Vice Chair of the Board of Regents.

5.1.2. Evaluation Consultant/Chair of Evaluation Committee: The Evaluation Committee shall be chaired by an Evaluation Consultant who has extensive experience in higher education, and who has knowledge of the type of institution involved. The president shall submit a list of potential consultants to the Commissioner for consideration. The Commissioner, in consultation

with the Vice Chair of the Board of Regents, will then recommend the appointment of a Consultant to the Chair of the Board of Regents, who shall make the appointment.

5.1.3. Appointment of Evaluation Committee: The Evaluation Consultant and the other members of the Evaluation Committee shall be appointed by the Chair of the Board of Regents, after consultation with the president, the Commissioner, and the Board of Regents Vice Chair.

5.2. Evaluation Planning

5.2.1. Planning Meeting: In advance of the evaluation, the Evaluation Committee Chair (Evaluation Consultant), the Commissioner, and the president may discuss the details of the evaluation and any issues that pertain to the evaluation process.

5.2.2. Selection of Interviewees: The president shall submit a list of potential interviewees for approval by the Commissioner (for evaluation of presidents) or the Chair of the Board of Regents (for evaluation of the Commissioner) for consideration by the Evaluation Committee. This list shall normally consist of individuals both internal and external to the institution who are knowledgeable about the institution, and who have had enough interaction with the President to make meaningful judgments.

5.2.3. Preparation for Interviews: Prior to conducting confidential interviews, the Evaluation Committee shall meet with the president and his or her Resource and Review Team for the purpose of reviewing strategic plans, goals, objectives, resource allocation policies, major challenges and successes.

5.2.4. Self-Report: The president shall prepare a confidential self-evaluation based upon the criteria of evaluation outlined in Section 5.4. of this policy as well as the presidential charge received from the Chair of the Board of Regents at the beginning of his/her presidency. The self-report shall be submitted to the Commissioner or Evaluation Consultant and provided to the Evaluation Committee.

5.3. Evaluation Process

5.3.1. Confidential Interviews: Confidentiality shall be observed throughout the interview process. The Evaluation Committee will assure those being interviewed that their responses will remain confidential and that only a composite of responses will be made available to the Regents and the president.

5.3.2. Required Interviews: In addition to the interviewees identified by the president during the planning of the evaluation, the Evaluation Committee will interview a representative sample of vice presidents, deans, academic and administrative department heads, faculty, students, and community and alumni leaders. The Evaluation Committee shall also take into consideration input provided by the Faculty Senate, Board of Trustees, and Board of Regents. The Evaluation Consultant may also solicit written comments about the president's performance from various internal and external constituencies. Any written comments provided must be signed and will remain confidential. The Consultant shall not utilize a questionnaire or survey as part of the evaluation procedure.

5.3.3. Format of Interviews: The Evaluation Committee will normally spend at least two days at the institution conducting interviews. Appropriate accommodations will be made for conducting interviews at the campus location(s).

5.3.4. Exit Meeting: Prior to the end of the campus evaluation visit, the Evaluation Committee Chair (Evaluation Consultant) will meet with the president to review the preliminary results and to follow up on any questions that may remain.

5.4. Subject of Interviews: The Evaluation Committee will function as a fact-finder, and should review and carry out its duties consistent with this statement. In conducting the interviews, the Evaluation Committee members should ask those being interviewed to express their best judgment as to the performance of the chief executive officer in the following areas. All of the items below may not be appropriate as items of inquiry for all individuals being interviewed. In such cases the items should be omitted from the interview process.

5.4.1. Budgetary Matters and Fiscal Management

5.4.1.1. Evidence of sound fiscal management, including the ability to address budgetary matters in a way that achieves more efficient and effective use of resources.

5.4.1.2. Ability to allocate fiscal resources in a manner that is conducive to achieving institutional goals and objectives.

5.4.1.3. Ability to comprehend and evaluate fiscal and budgetary matters.

5.4.1.4. Ability to attract funds for the institution.

5.4.2. Academic Administration and Academic Planning

5.4.2.1. Existence of well developed and widely understood institutional goals and objectives.

5.4.2.2. Ability to link planning, resource allocation, and evaluation functions and a quality of judgment demonstrated in establishing ultimate priority in those areas.

5.4.2.3. Existence of a good academic program review procedure designed to serve as a basis for staff allocation and budgetary support, the evaluation of the quality of instruction, and to assist in the implementation of the university's or college's institutional goals and objectives.

5.4.2.4. Ability to initiate curricular change in response to student and societal interests and needs.

5.4.2.5. Awareness of educational ideas, trends, and innovations.

5.4.3. Personnel

5.4.3.1. Evidence of ability to relate to faculty and staff within the particular governance structure of the institution.

5.4.3.2. Effectiveness in forming, developing, and supervising an administrative network for making and implementing policies.

5.4.3.3. Evidence of the chief executive officer's commitment to make personnel changes when those changes are necessary to further enhance the effectiveness of the institution.

5.4.3.4. Evidence of ability to select strong subordinates.

5.4.3.5. Ability of the chief executive officer to have trust and confidence of subordinates.

5.4.3.6. Evidence of ability to seek and use counsel of immediate subordinates.

5.4.3.7. Ability to determine those issues which are the proper responsibility of subordinates and those which require the action of the chief executive officer.

5.4.3.8. Evidence of ability to delegate responsibility to subordinate managers and to support them in carrying out their responsibilities.

5.4.3.9. Evidence of an ongoing procedure for evaluation of other members of the institutional management team.

5.4.4. Decision Making and Problem Solving

5.4.4.1. Ability to assume responsibility for decisions.

5.4.4.2. Sensitivity to individuals affected by decisions.

5.4.4.3. Ability to deal with reaction to unpopular decisions.

5.4.4.4. Ability to identify and analyze problems and issues confronting the institution.

5.4.4.5. Ability to identify potential areas of conflict.

5.4.4.6. Ability to comprehend the inter-related nature of such factors as budgeting, curriculum, social and political realities, group interests and pressures, laws, and rules and regulations having implications for the management of the institution.

5.4.4.7. Ability to initiate new ideas and change.

5.4.4.8. Ability to make decisions in critical situations and to handle crises.

5.4.4.9. Ability to communicate ideas, information, and resources for decisions.

5.4.4.10. Awareness of implications of decisions.

5.4.4.11. Ability to re-evaluate and if necessary retract decisions.

5.4.4.12. Where appropriate, ability to involve institutional groups and individuals in support of decisions and in their implementation.

5.4.4.13. Ability to surmount personal criticism.

5.4.5. External Relations

5.4.5.1. Ability to relate to and communicate with the community in which the institution is located.

5.4.5.2. Evidence of an active alumni program.

5.4.5.3. Ability to meet the social obligations of a chief executive officer.

5.4.5.4. Ability to work with other chief executive officers in the System.

5.4.5.5. Ability to understand the role of politics and governmental offices in higher education.

5.4.5.6. Ability to relate to legislators, the Governor's office, other state and federal agencies, and with other public officials on matters affecting the institution.

5.4.5.7. Ability to represent the institution to its various public's.

5.4.6. Relationship to the Institutional Board of Trustees and to the Board of Regents

5.4.6.1. Ability to provide professional leadership for the institutional Board of Trustees or in the case of the Commissioner for the Board of Regents and to supply it with professional judgments on matters affecting the institution.

5.4.6.2. Effectiveness in keeping the institutional Board of Trustees and the Board of Regents informed of all relevant issues affecting or having bearing on managerial policies of the institution.

5.4.6.3. Effectiveness in keeping the institutional Board of Trustees and the Board of Regents abreast of local, state, and regional affairs affecting the institution.

5.4.6.4. Ability to identify for the Trustees and the Regents problems confronting the institution and to assess alternative solutions and to recommend appropriate action.

5.4.6.5. Ability to carry out duties which have been or may be delegated or assigned to the chief executive officer by the Board of Regents or by the institutional Board of Trustees.

5.4.6.6. Ability to review and analyze budgetary problems and to make effective presentations on the same to the institutional Board of Trustees and the Board of Regents.

5.4.7. Student Affairs

5.4.7.1. Evidence of formal and informal mechanisms for involving students in decision making.

5.4.7.2. Evidence of effective recruitment, admission, counseling, and placement programs.

5.4.7.3. Ability to relate to students as individuals and in groups.

5.4.7.4. Evidence of sensitivity on the part of the chief executive officer to individual differences and tolerance of and respect for such differences.

5.5. Evaluation Report

5.5.1. **Report to be Factual:** The Evaluation Committee Chair shall compile factual information gathered during the course of the evaluation in a written report documenting the president's strengths and areas for future focus and improvement.

5.5.2. **Opportunity for Response:** The Chair will submit the final, confidential report to the Commissioner for transmittal to the president, and the president shall be given the opportunity to prepare a written response to the report.

5.5.3. **Review by Regents' Officers:** the Evaluation Report, together with the president's response to the Report and the president's self-evaluation, will be sent to the Chair and Vice Chair of the Board of Regents, and to the president's Resource and Review Team.

5.5.4. **Review by Board of Regents:** As soon as practical after the submission of the evaluation reports, the president will meet with the Commissioner, the Chair and Vice Chair of the Board of Regents to review the findings and recommendations of the Evaluation Report.

5.5.5. **Recommendations to Board of Regents:** At the conclusion of the evaluation process, the Chair of the Board of Regents may recommend commendations or other actions to the Board of Regents.

5.5.6. **Retention of Report in Personnel File:** A copy of the Evaluation Report, together with a copy of the president's self-evaluation and response to the Report, will be retained as a confidential record in the president's personnel file.

5.5.7. **Confidentiality of Report:** The Evaluation Report, including all documents pertaining thereto, including all notes, drafts, records of meetings conducted during the course of the evaluation, and all recommendations and responses, are confidential personnel records protected from disclosure by Utah law.

5.6. Application of Evaluation Procedures to Commissioner

5.6.1. **General Procedures to Be Followed:** The evaluation of the Commissioner shall generally follow the procedures outlined in this policy for the evaluation of presidents.

5.6.2. **Variations to be Determined in Consultation with Commissioner:** Variations in the specific procedures and timelines specified for the evaluation of presidents may be needed for the evaluation of the Commissioner, and shall be determined by the Chair and Vice Chair of the Board of Regents upon consultation with the Commissioner.

SCHEDULE FOR EVALUATION OF PRESIDENTS

Institution	Year of CEO Appointment	First Evaluation	Second Evaluation	Third Evaluation
Dixie State University	2010 2014	2011 2016	2015 2020	2019 2024
Salt Lake Community College (interim)	2014	<u>2016</u>	<u>2020</u>	<u>2024</u>
Snow College (interim)	2014	<u>2016</u>	<u>2020</u>	<u>2024</u>

Southern Utah University	2014	2016	2020	2024
University of Utah	2012	2014	2018	2022
Utah State University	2005	2007	2011	2015
Utah Valley University	2009	2010	2014	2018
Weber State University	2013	2015	2019	2023
Commissioner of Higher Education	2012	2014	2018	2022

The evaluations under this policy shall occur in the spring in lieu of the spring review under R208.
Evaluations begin in year 2 and occur every four years thereafter (during years 6, 10, etc).