

STATE BOARD OF REGENTS
WEBER STATE UNIVERSITY
SHEPHERD UNION BUILDING
FRIDAY NOVEMBER 13, 2015

AGENDA

8:00 – 9:20 AM **BREAKFAST MEETING – STATE BOARD OF REGENTS, WEBER STATE UNIVERSITY
BOARD OF TRUSTEES, PRESIDENT WIGHT, COMMISSIONER BUHLER**
Location: Shepherd Union Building, Room 404

9:20 – 9:30 AM **BREAK**

9:30 – 11:00 AM **INFORMAL DISCUSSION (PRESIDENTS & REGENTS)**
Location: Shepherd Union Building, Room 404

11:00 AM – 12:00 PM **MEETINGS OF BOARD COMMITTEES**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Regent Teresa Theurer, Vice Chair

Location: Shepherd Union Building, Room 404

CONSENT:

Please see the General Consent Calendar at TAB V

INFORMATION:

- | | |
|--|-------|
| 1. Chief Student Affairs Officers Presentation | |
| 2. Regents' and New Century Scholarships Report | TAB A |
| 3. USHE Conference for School Administrators and Counselors Report | TAB B |
| 4. USHE Completion Report | TAB C |
| 5. Institutional Completion Update – Weber State University | TAB D |
| 6. "Expect the Great" Conference | TAB E |
| 7. High School Feedback Reports | TAB F |

FINANCE/FACILITIES COMMITTEE

Regent Robert S. Marquardt, Chair

Location: Shepherd Union Building, Room 320

ACTION:

- | | |
|--|-------|
| 1. Weber State University – Campus Master Plan Approval | TAB G |
| 2. 2015-2016 USHE Performance Based Funding Initiatives | TAB H |
| 3. 2015-2016 USHE Research Universities Graduate Program Support | TAB I |
| 4. Utah State University – Space Dynamics Laboratory Phase II (Non-State Funded Capital Development Project) & Accompanying Revenue Bond Authorization Request | TAB J |
| 5. Utah State University – Property Acquisition and Revenue Bond Authorization Request | TAB K |
| 6. University of Utah – Rice Eccles Stadium Video Scoreboard Replacement | TAB L |
| 7. Dixie State University – Request for approval to create the position of general counsel | TAB M |

INFORMATION:

- | | |
|--|-------|
| 1. USHE – Fall 2015 Third-week Enrollment Report | TAB N |
| 2. USHE – Annual Report on Leased Space | TAB O |
| 3. USHE – Institutional Residences Annual Report | TAB P |
| 4. USHE – Annual Grants & Contracts Report | TAB Q |
| 5. University of Utah – Acquisition of Heritage Preserve Property | TAB R |
| 6. Utah Valley University – Wasatch Campus Lease to Wasatch School District | TAB S |
| 7. Utah State University – Series 2015 Student Fee and Housing System Revenue Bond | TAB T |
| 8. Utah State University – Series 2015 Federally Taxable Research Revenue Bond | TAB U |

12:00 – 1:00 PM **LUNCH**
Location: Shepherd Union Building, Ballroom C

1:00 – 1:30 PM **STATE OF THE UNIVERSITY – PRESIDENT WIGHT**
Location: Shepherd Union Building, Rooms A & B

1:30 – 2:30 PM **COMMITTEE OF THE WHOLE**
Location: Shepherd Union Building, Rooms A & B

- | | |
|---|-------|
| 1. Remarks from Dr. Jimmy Clark, representing the Lumina Foundation Strategy Labs | |
| 2. Resolution for Ken Anderton, former Chair of the Board of Regents | |
| 3. General Consent Calendar | |
| 4. Reports of Board Committees | TAB V |

2:30 – 2:45 **TRANSITION BREAK**

2:45 – 4:00 PM **EXECUTIVE SESSION**
Location: Shepherd Union Building, Room 320

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.

November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Regents' and New Century Scholarships Report

Background

The Utah State Board of Regents administers two scholarship programs established by the Legislature. The New Century Scholarship was created in 1999 as a Governor's initiative to encourage students to accelerate their education by earning an associate degree in high school or by pursuing a math and science curriculum. The Regents' Scholarship was an initiative of the State Board of Regents in 2008 to encourage Utah High School students to prepare academically and financially in grades 9-12 for college by completing a defined course of study, meeting minimum GPA, specific course grades and ACT requirements.

Issue

This year, New Century Scholarship recipients dipped slightly to approximately 259. On the other hand, 2,927 new students qualified for the Regents' Scholarship, which is an increase of 20 percent from the previous year. Approximately two-thirds of those who qualified for the base Regents' Scholarship award also qualified for the exemplary award (which requires a higher GPA and ACT score). Additionally, 15 percent of recipients also qualified for the Utah Educational Savings Plan (UESP) savings match. This year in the Regents' budget request, it is estimated \$8,000,000 in new money will be necessary to fully fund new 2016 recipients and those students with continuing eligibility for both programs. Budget estimates will be updated in February 2016, taking into account applicant increase. The budget request will be modified as needed during the legislative session.

Attached is a year-end report highlighting each program, including the award breakdown by district, college attendance, and data indicators related to subsequent college success of scholarship recipients compared to their non-recipient peers.

Commissioner's Recommendation

This is an information item only; no action is required.

DLB/CFB
Attachment

David L. Buhler
Commissioner of Higher Education

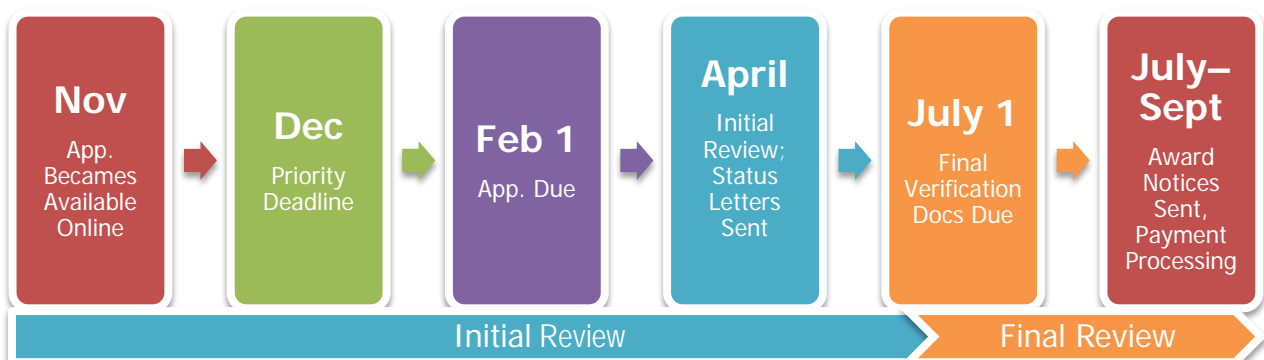


The Utah State Board of Regents administers two scholarship programs established by the Legislature: the New Century Scholarship and Regents' Scholarship.

Regents' Scholarship

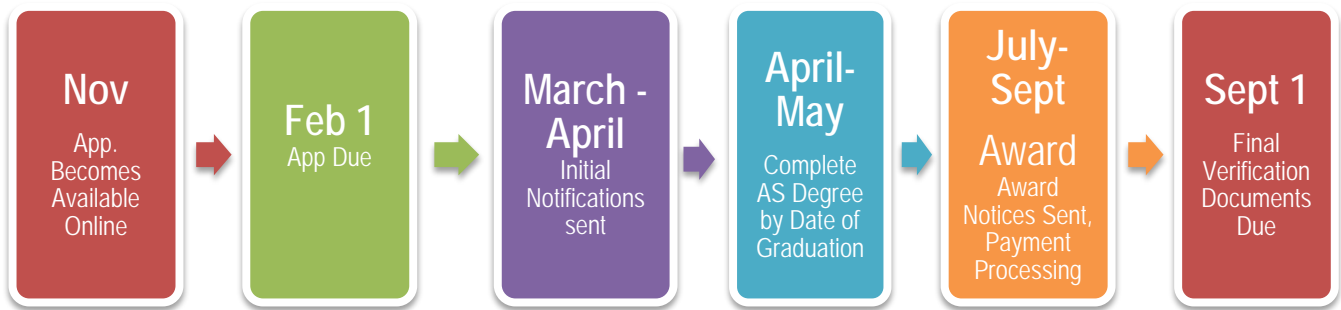
The Regents' Scholarship was created by the Utah Legislature in 2008 (sponsored by Senator Lyle Hillyard) to encourage Utah high school students to prepare for college academically and financially by taking a core course of study during grades 9-12 and saving for college. Students who apply for and receive the scholarship must meet the academic requirements below, have no criminal record, and be a United States Citizen or a noncitizen that would be eligible to apply for federal financial aid. The scholarship may be 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 Base Award is a one-time payment of up to \$1,000 for students who complete a core course of study, earning no grade lower than a C in the required classes, meeting a minimum of a 3.0 cumulative high school GPA, and submitting an ACT score. Students qualify for the Exemplary Achievement Award by having no grade lower than a B in the required classes, meeting a minimum of a 3.5 cumulative GPA, and submitting a composite ACT score of 26. The Exemplary Award is a flat dollar amount and the maximum amount a recipient may receive is \$1,250 per semester, renewable for up to 65 credits or four semesters (whichever is first). To renew the scholarship, a student must enroll in and complete a minimum of 15 credit hours and earn a 3.3 GPA each semester. The Utah Educational Savings Plan (UESP) Supplemental Award is available for students who earn the Base Award and who have contributed to a UESP account during ages 14-17 (a maximum of \$100 per year for each \$100 contributed to their account).

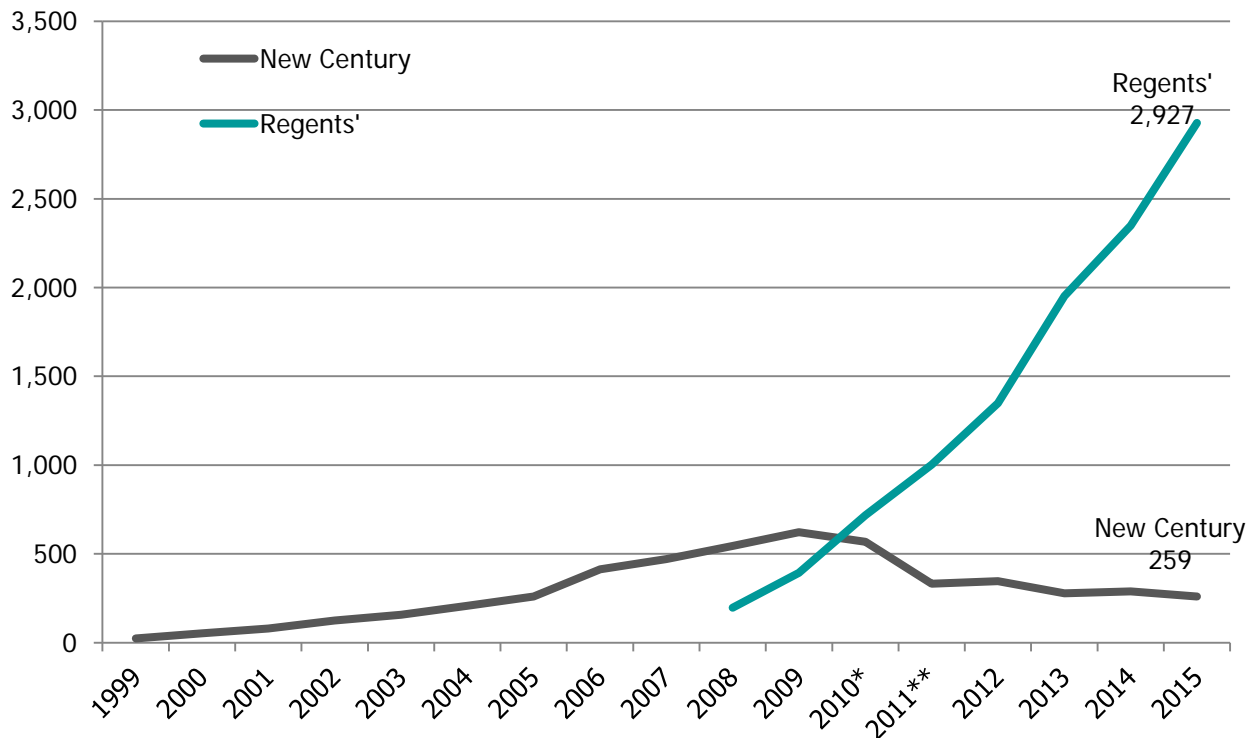


New Century Scholarship

The New Century Scholarship was created in 1999 as a Governor’s initiative to encourage students to accelerate their education by earning an associate degree in high school or by pursuing a set math and science curriculum. Students qualify by earning an associate degree at a Utah System of Higher Education institution with a 3.0 GPA by the date they graduate from a Utah high school with a minimum 3.5 cumulative high school grade point average. Students who are home schooled or complete high school through an on-line institution must have a minimum ACT score of a 26. The New Century Scholarship Award is a flat dollar amount and the maximum amount a recipient may receive is \$1,250 per semester, renewable for up to 60 credits or four semesters (whichever is first). The scholarship may be used at baccalaureate degree-granting institutions within the Utah System of Higher Education, as well as at Brigham Young University and Westminster College.



Scholarships Award History (as of October 26, 2015)



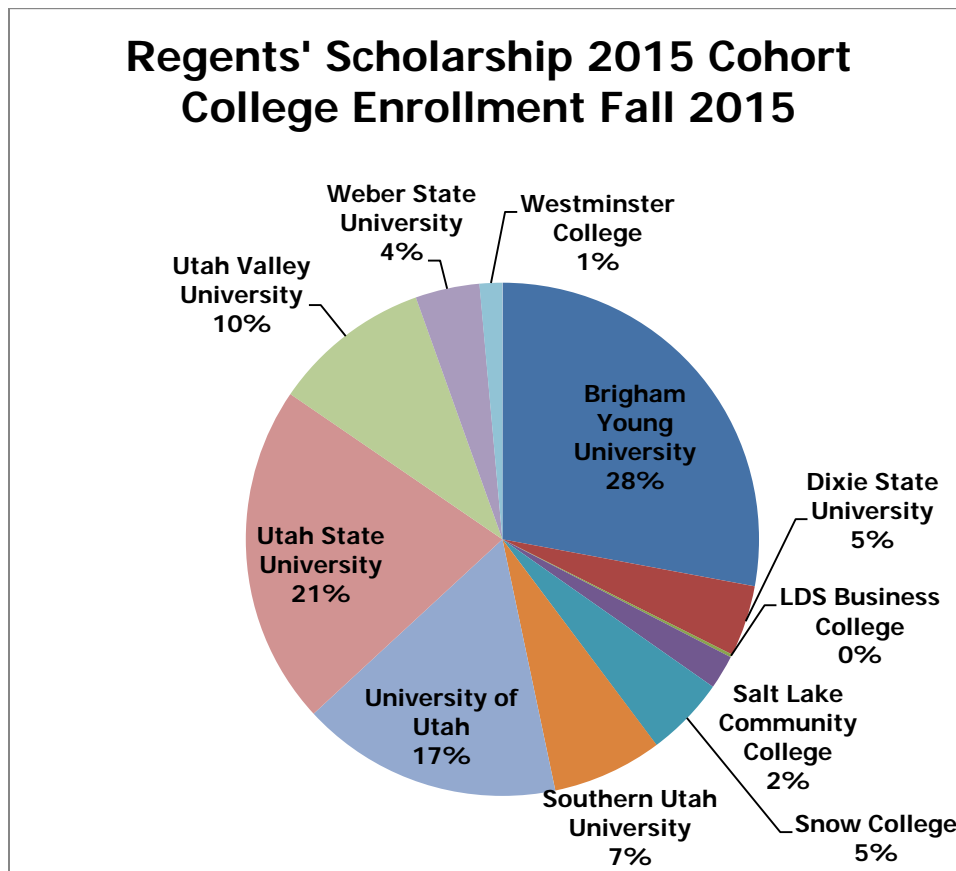
*First year with an application deadline established for New Century Scholarship.

**First year that applicants for New Century Scholarship were required to complete an associate degree by the time they graduate from high school (instead of by September 1 following high school graduation) and maintain a 3.5 cumulative high school GP

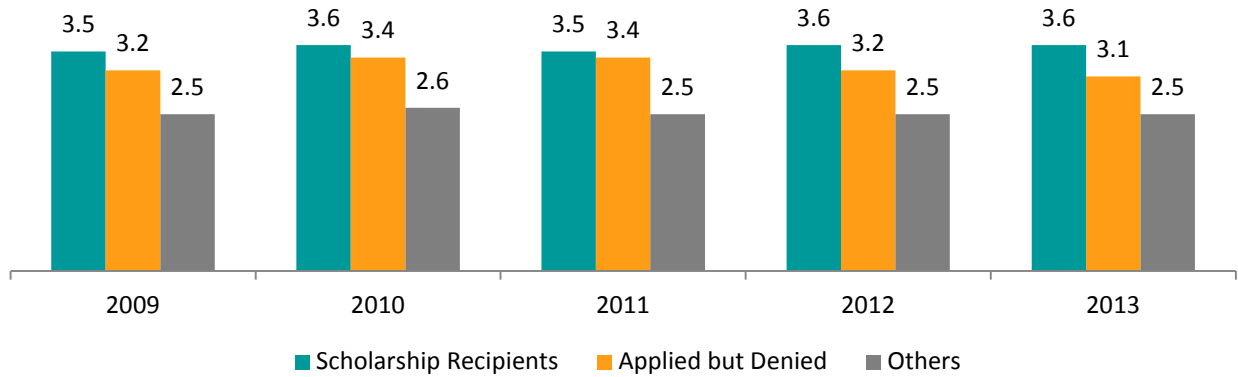
Regents' Scholarship

Awards	2010	2011	2012	2013	2014	2015	% Change from 2014
Base Only	201	296	398	536	675	850	21%
Base and Exemplary	448	583	788	1172	1358	1630	17%
Base and UESP Supplemental	14	26	35	49	77	107	28%
Base, Exemplary, and UESP	55	97	127	196	239	340	30%
Total	718	1,002	1,348	1,953	2,349	2,927	20%

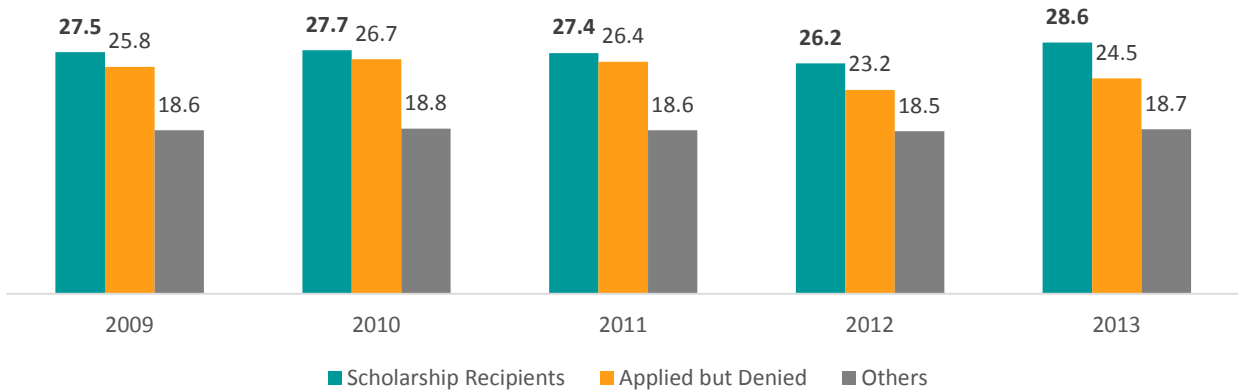
*As of 10-26-15



First Year Average GPA by Scholarship Status



First-Year Average Credit Hours Earned



2015 Regents' Scholarship Award Information By District *

District	Applicants	Ineligible	Incomplete Applications	Recipients	Base	Base and UESP	Base and Exemplary	Base, Exemplary and UESP
Alpine	718	142	10	566	147	10	340	69
Beaver	1	0	0	1	0	0	1	0
Box Elder	94	22	1	71	23	0	41	7
Cache	198	39	5	154	43	3	101	7
Canyons	449	156	9	284	84	21	138	41
Carbon	1	0	0	1	0	0	1	0
Charter	43	12	1	30	9	0	17	4
Davis	534	113	21	400	84	22	214	80
Duchesne	6	2	0	4	0	0	3	1
Early College High School	35	19	0	16	4	1	9	2
Emery	18	2	0	16	7	0	9	0
Grand	2	1	0	1	0	0	1	0
Granite	220	65	9	146	46	7	74	19
Iron	29	5	0	24	8	0	15	1
Jordan	292	80	5	207	54	7	119	27
Juab	9	2	0	7	1	1	4	1
Kane	2	0	0	2	0	0	2	0
Logan	59	19	1	39	13	0	25	1
Millard	3	1	1	1	1	0	0	0
Morgan	15	9	0	6	4	1	1	0
Murray	18	4	2	12	2	1	9	0
Nebo	373	84	8	281	101	10	154	16
North Sanpete	17	2	0	15	2	0	12	1
Ogden	3	1	0	2	1	0	1	0
Park City	33	8	3	22	9	1	6	6
Private	26	15	1	10	3	1	5	1
Provo	84	13	2	69	14	3	43	9
Salt lake	110	37	1	72	26	4	35	7
San Juan	9	2	0	7	3	0	2	2
Sevier	23	3	0	20	5	0	14	1
South Sanpete	40	8	3	29	16	0	12	1
South Summit	12	5	0	7	2	0	5	0
Tooele	92	25	1	66	21	3	33	9
Uintah	3	0	0	3	1	0	2	0
Wasatch	86	30	5	51	14	2	29	6
Washington	327	104	1	222	88	6	112	16
Weber	82	15	4	63	14	3	41	5
Grand Total	4066	1045	94	2927	850	107	1630	340

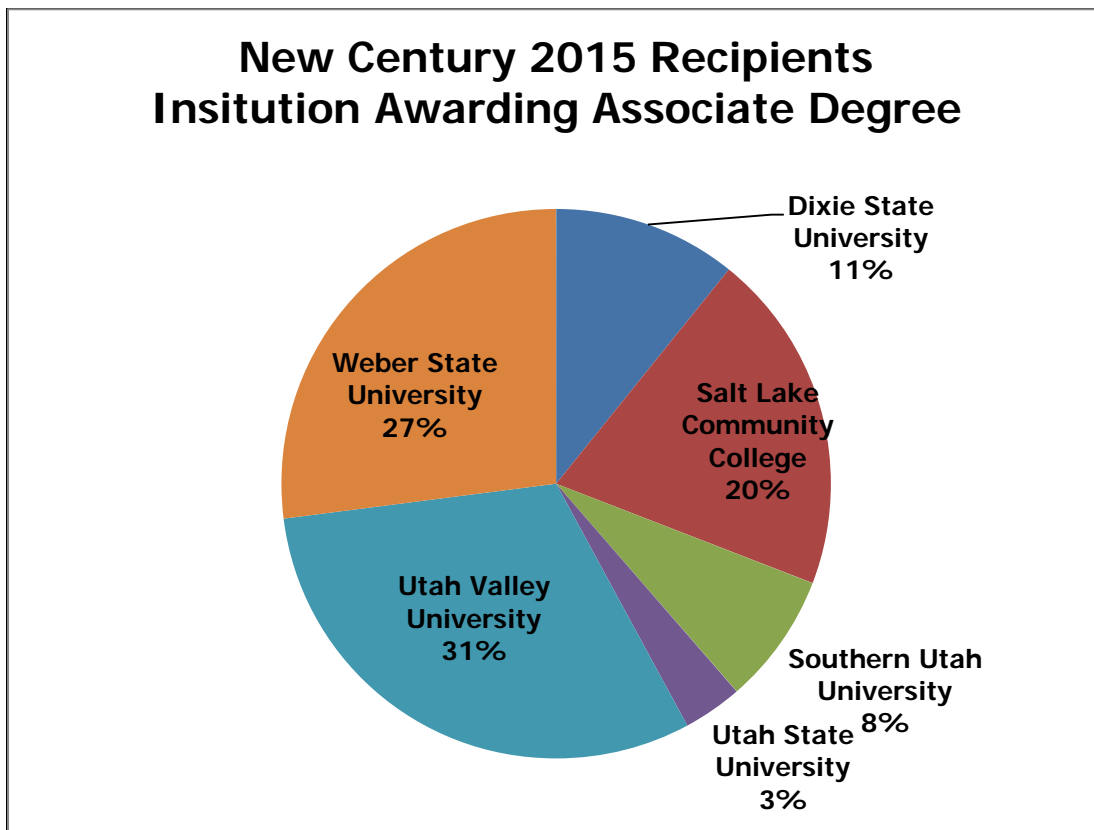
*As of 10-26-15

New Century Scholarship

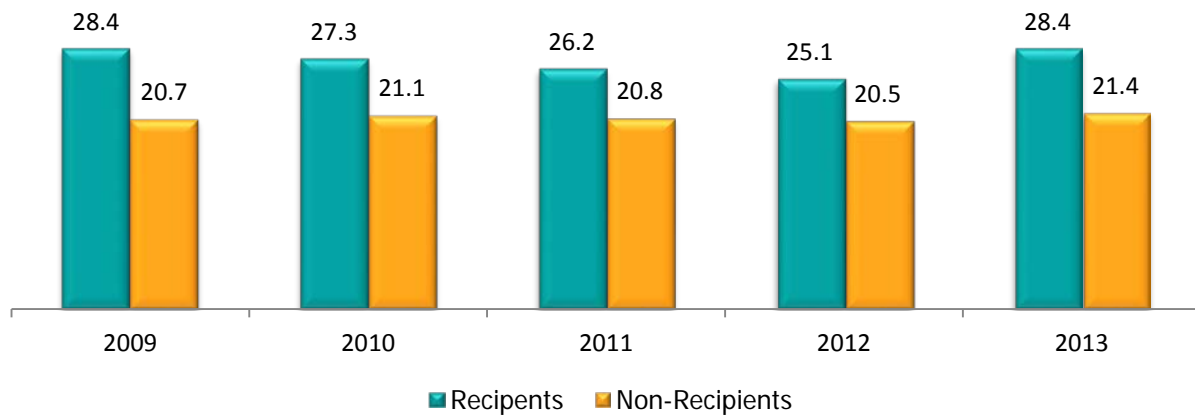
Graduate Year	Number of Approved Applications
*2011	332
2012	347
2013	278
2014	289
**2015	259

*This is the first year that applicants must complete an associate degree by the time they graduate from high school (instead of by September 1 following high school graduation) and maintain a 3.5 cumulative high school GPA.

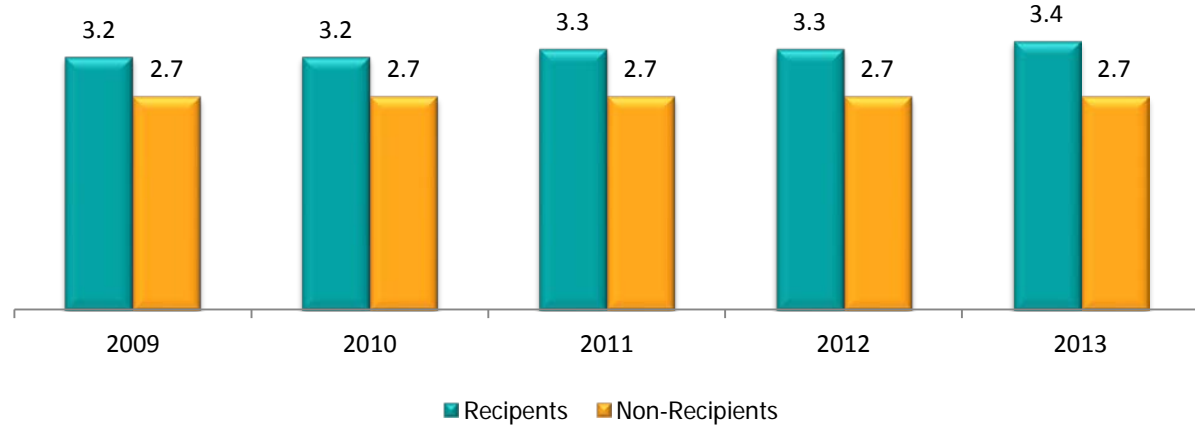
**The data for 2014 is as of October 26, 2015.



New Century First Year Average Earned Credit Hours



New Century First Year Average GPA



2015 New Century Awards By District *			
District	Applicants	Approved	Ineligible
Alpine District	31	20	11
Beaver District	8	8	0
Canyons School District	4	3	1
Charter	2	1	1
Davis District	21	13	8
Early College High School	252	150	102
Granite District	3	2	1
Home School	4	2	2
Iron District	2	0	2
Jordan District	28	23	5
Murray District	3	3	0
Nebo District	12	8	4
Ogden District	1	0	1
Private And Parochial	5	1	4
Provo District	7	6	1
Rich District	4	0	4
San Juan District	1	1	0
South Summit District	10	8	2
Tooele District	1	0	1
Washington District	1	0	1
Weber District	12	10	2
Grand Total	412	259	153

*As of 10-26-15

November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE Conference for School Administrators and Counselors

Issue

On September 11, 2015, the Utah System of Higher Education sponsored a conference titled "Engaging Parents to Empower Students" for school administrators and counselors with the purpose of helping them gain a greater understanding of specific tactics to better engage parents in their children's education, as well as information on helping students and parents understand and utilize resources in place to support students as they transition from high school to college or university, including applications, financial aid, scholarships, and other supportive programs. This annual conference is in its seventh year and was funded entirely by College Readiness money appropriated by the legislature. The event was coordinated primarily by Heidi Doxey with support from other members of the Access and Outreach team, the Utah Council, College Access Network of Utah and the Outreach Team in Utah Higher Education Assistance Authority (UHEAA).

This conference continues to grow and expand. This year 793 administrators, counselors, presenters, college access, admissions and recruitment staff from across the state participated in this day-long event at South Towne Expo Center in Sandy Utah. Participants came from approximately 32 of 41 Utah school districts, in addition, an increasing number of private and charter schools were represented. The keynote speaker Dr. Deneece G. Huftalin, President of Salt Lake Community College, spoke from her lens as a parent, an educator and college president on important ways to engage with parents, communication and connecting with both student and parent. She also spoke on specific programs at Salt Lake Community College that focus on engaging parents, not only as supporters of their students, but also as potential adult learners themselves.

Participants were able to choose from 27 different workshops covering the following topics and statewide initiatives:

- High school mathematics recommendations
- Engaging students and parents in social media
- Engaging parents in student education and success
- Preventing risk and building healthy futures for LGBT students
- Getting families involved in college planning
- Empowering undocumented students
- Utah College Application Week
- Utah Scholars
- Utah Educational Savings Plan (UESP)
- Regents' and New Century scholarships
- FAFSA and financial aid
- Using data to make decisions and drive change
- Panel sessions highlighting college, university, and business leaders.

New this year were seven workshops applicable to elementary counselors, in addition to expanded sessions for junior high and middle school counselors. Representatives from all Utah System of Higher Education (USHE) schools, as well as Utah College of Applied Technology (UCAT), Brigham Young University (BYU), LDS Business College (LDSBC), Westminster College, StepUp Outreach, and UESP had information booths and were able to answer questions and distribute materials for the upcoming academic year.

Attached is the agenda from the conference for reference.

Feedback

We received 322 evaluation responses, which is a response rate of 41% of our total attendees. The evaluation was available in hard copy at the conference as part of the printed agenda, and afterward as an online survey. Of the respondents:

- 78% are school counselors; 46% work at the high school level and 25% at junior/middle schools, and 3% at elementary schools.
- 10% of the additional respondents were college and university outreach and access, financial aid, or admissions and recruitment personnel.
- 47% were in their first five years of providing assistance to students and families about postsecondary options, while 22% have been in their role between six to ten years, and 30% in their role for more than 10 years.
- 82% were either "very satisfied" or "satisfied" with the choice of conference workshops.
- 89% were either "very satisfied" or "satisfied" with the vendor booths at the conference.
- 85% agreed they received valuable information from the college and university representatives.
- 74% agreed that the conference helped them identify ways to engage parents.
- 74% agreed that as a result of attending this conference they gained a greater understanding of the processes and potential hurdles students must navigate to succeed in college.

We collected information regarding suggestions for future sessions and based on enormously positive feedback, we will be expanding sessions for younger students, both elementary and grades 5-8, with practical information about college readiness. Additional sessions for middle school and junior high counselors will continue to be planned. Due to our increasing size, we plan to issue a call for proposals in the spring. We will continue to include sessions on student diversity, social media, financial aid and parental engagement, along with other college access and outreach programs and initiatives. We continue to receive such positive feedback about this conference and try to build upon our experiences to improve our offering for the coming year.

Commissioner's Recommendation

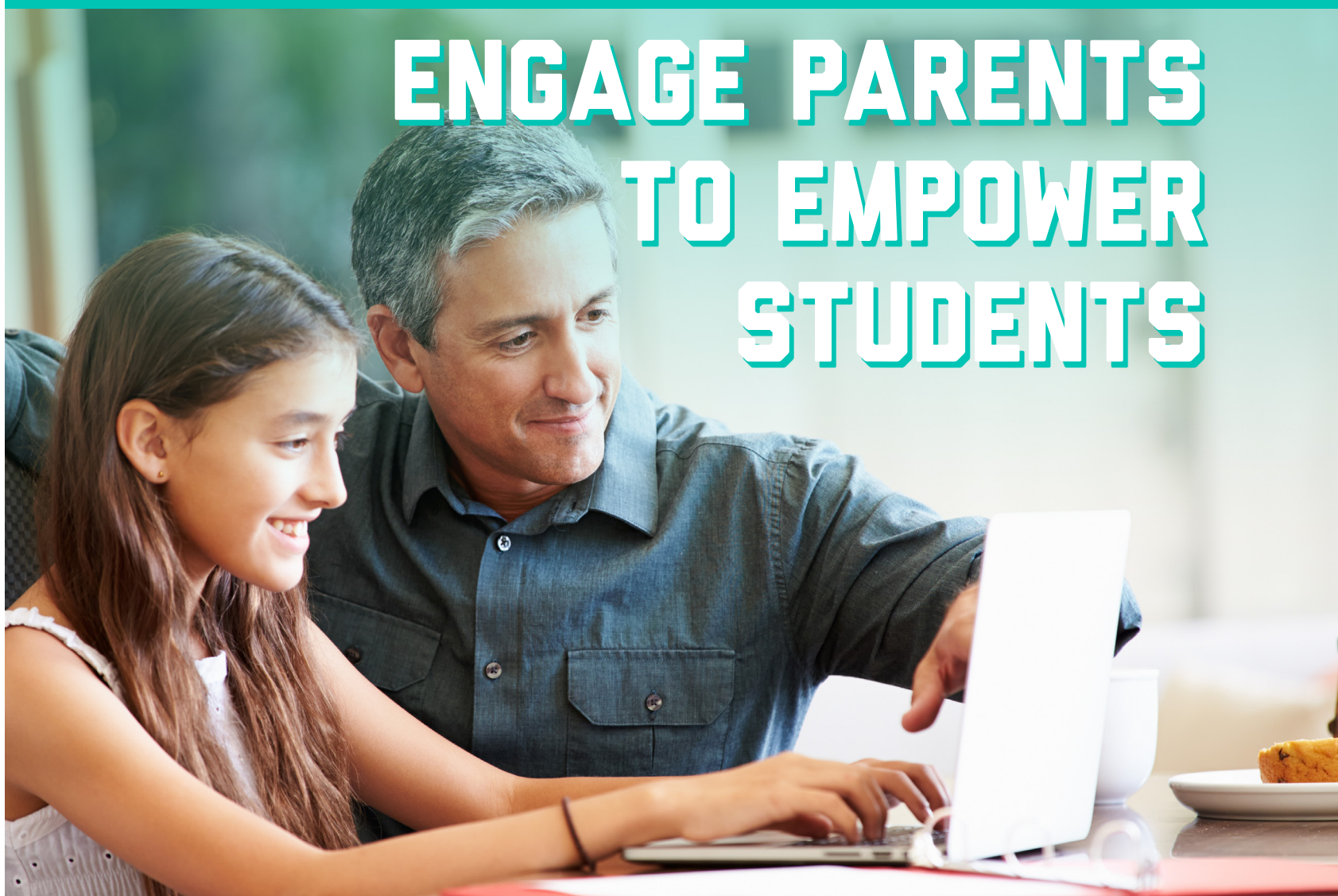
This is an information item only; no formal action by the Board is required. However, the Board is encouraged to read and take note of the information in this memorandum and review the attached event agenda. Note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation Strategic Objective.

David L. Buhler
Commissioner of Higher Education

DLB/JH/HD
Attachment

USHE Conference for School Counselors and Administrators

ENGAGE PARENTS TO EMPOWER STUDENTS



FRIDAY, SEPTEMBER 11, 2015
SOUTH TOWNE EXPO CENTER • SANDY, UTAH

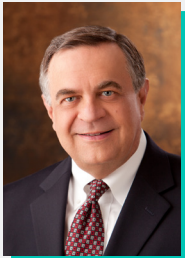




Julie Hartley, PhD

Assistant Commissioner for Outreach and Access, Utah System of Higher Education

Dr. Julie Hartley was recently hired by the Utah System of Higher Education. She comes with a wealth of experience in both academia and promoting and improving college access and completion. She has a PhD from Columbia University and taught anthropology at BYU for nine years before becoming the Dean of College Readiness at Elgin Community College in Illinois. Most recently, Julie was the Director of the Utah State University Tooele Campus and of USU's programs in Wendover, Delta, and Nephi. Her focus at Elgin and at USU was on initiatives to try to improve local college going and completion rates.



David L. Buhler, PhD

Commissioner of Higher Education, Utah System of Higher Education

Dr. David L. Buhler was named as the eighth Commissioner of Higher Education by the Utah State Board of Regents in 2012. As Commissioner he is responsible for making recommendations to, and implementing the policies of, the State Board of Regents, which is the governing board of Utah's eight public colleges and universities. Commissioner Buhler comes to this position with a long history of service in higher education, state and local government, and business.

For nearly twelve years prior to his appointment, Commissioner Buhler served as Associate Commissioner for Public Affairs with responsibility for government and media relations and overseeing the system's strategic priority of participation and outreach. He also served as Interim Commissioner for eight months in 2008. Commissioner Buhler taught as an Adjunct Professor of Political Science at the University of Utah from 1990 to 2006, and was a member of the University of Utah Board of Trustees from 1999 to 2000.

Commissioner Buhler served twelve years as an elected official, including two terms as a member of the Salt Lake City Council (2000–2007), and one term as a Utah State Senator (1995–1999). On the City Council he served as Council Chair in 2002 and 2006. In the Senate, he served as Senate Chair of the Administrative Services and Capital Facilities Appropriations Subcommittee and Vice Chair of the Executive Appropriations Committee. He served eight years in state government including four years as Executive Director of the Utah Department of Commerce (1989–1992) and as a member of the staff of Governor Norman H. Bangerter (1984–1989). He was also an executive in private business with a national testing firm for eight years (1992–2000).

A native of Salt Lake City, Dave received Bachelor of Science degrees in History and Political Science from the University of Utah, a Master of Public Administration degree from Brigham Young University, and a PhD in Political Science at the University of Utah. He is married to the former Lori Goaslind; they are the parents of five children.



Deneece G. Huftalin, PhD

President, Salt Lake Community College

Dr. Deneece G. Huftalin was named the eighth President of Salt Lake Community College in September 2014 and feels privileged to have served SLCC students, faculty, and staff for more than two decades.

In her time at SLCC, Dr. Huftalin has worked collaboratively with faculty and staff to strengthen high-impact practices, learning outcomes, and inclusivity initiatives, and has led Collegewide strategic priority and assessment efforts. Prior to her current role, Dr. Huftalin served as the Interim President, Vice President of Student Services, Dean of Students, and Director of Academic and Career Advising. Before joining SLCC in 1992, Dr. Huftalin held positions at William Rainey Harper College, Northwestern University, the University of Utah, and the Institute for Shipboard Education.

As President, Dr. Huftalin's goals are to significantly increase student completion and transfer rates and to work closely with industry leaders to strengthen SLCC's responsiveness to workforce needs. She is inspired by the Sarah Ban Breathnach quote: "The world needs dreamers and the world needs doers. But above all, the world needs dreamers who do." For Dr. Huftalin, the quote reflects her desire to think big about what our world can be and then to go about making that happen in one's own space. "It's a nice marriage between invention and creativity and the daily work of making the world a better place—really making it better, not just talking about it," said Dr. Huftalin. "You can't just talk about that—you need to roll up your sleeves and do it."

Dr. Huftalin teaches in the Education, Leadership, and Policy program at the University of Utah and serves on a number of community boards and councils including for the Salt Lake Chamber, EDCUtah, YWCA Utah, Utah Campus Compact, United Way of Salt Lake, Sandy Area Chamber, and Women's Leadership Institute. She is also the current presidential sponsor for the Utah Women in Higher Education Network (UWHEN).

Dr. Huftalin and her husband Tim are the parents of two sons, Max and Eli.

Dr. Huftalin earned a bachelor's degree from the University of Utah, a master's degree from UCLA, and a doctorate in Education, Leadership, and Policy from the University of Utah.

Elementary
Session

Due to high demand we have incorporated additional sessions that are geared towards Elementary or Junior High and Middle School counselors. Those sessions will be marked with yellow for Elementary and red for Jr. High/Middle School workshops.

Jr. High
Session



8:15 – 9:00 am

Check-In & Continental Breakfast, College and University Booths

9:00 – 9:30 am

Welcome

Welcome by Dr. David L. Buhler, Commissioner of Higher Education, Utah System of Higher Education; Dr. Julie Hartley, Assistant Commissioner for Outreach and Access, Utah System of Higher Education

9:30 – 10:30 am

Keynote Speaker:

Dr. Deneece G. Huftalin
President, Salt Lake Community College

10:40 – 11:25 am

BREAKOUT SESSION 1

Recommendations on High School Mathematics Preparation

Presented by Liz Hitch, Associate Commissioner for Academic and Student Affairs, Utah System of Higher Education

What math courses make the most sense for students to take for as they are planning their high school schedule—especially if they want to be college-ready? The adoption of the Utah Core Standards in Mathematics provided an opportunity for the Utah System of Higher Education (USHE) to examine recommended pathways for high school students intending to enroll in USHE institutions, especially from the perspective of reducing time-to-graduation and increasing retention rates. USHE convened a Task Force consisting of mathematicians and educators from both public and higher education to consider this issue. The recommendations of the Task Force as affirmed by the State Board of Regents and State Board of Education will be presented in this session. Time for questions and discussion will be provided.



What's New with the Utah Scholars Initiative

Presented by Christie Fox, PhD, Director, Utah Scholars and Completion Initiatives, Utah System of Higher Education; Erika Norton, Utah Scholars Program Specialist, Utah System of Higher Education

Think you know Utah Scholars? Think again! We'll be talking about several of our new initiatives focused on increasing the number of students who hear from Utah Scholars and the frequency with which they hear that message. We'll be highlighting the Utah Scholars new look and logo, the 10th grade program, our summer (now year-round) texting program, and the new volunteer recruitment process. Come hear about how we help support your students. This session is appropriate for counselors at new and returning Utah Scholars schools.

Regents' Scholarship 101

Presented by Carrie F. Beckman, Scholarship Manager, Utah System of Higher Education

This session will cover the basic requirements of the scholarship, review the application process and resources available for students. If you are a new counselor, or are not familiar with the scholarship this session is for you.

Access U: Simplifying the transfer process from Salt Lake Community College to the University of Utah

Presented by Nancy Singer, PhD., Assistant Vice President for Student Planning & Support, Salt Lake Community College; Matt López, Director, Office of Admissions, University of Utah

Salt Lake Community College and the University of Utah have a strong history of partnerships for student success. The two institutions have come together to create a transfer pathway called Access U. This program is a distinctive academic dual admissions agreement that will help accomplish the missions of both institutions.

ROOM KEY:

- = Exhibit Hall #5
- = Room 400
- = Room 200 D
- = Room 200 C
- = Room 200 B
- = Room 200 A
- = Room 300 D



■ **Finding the Right College: How to find what's right for you**

Presented by Joseph Curtin, Ph.D., Assistant Commissioner, Institutional Research & Analysis, Utah System of Higher Education; Laura Zemp, Research Analyst, Utah System of Higher Education

Students have access to many resources to help them make decisions about college. This session will demonstrate how to access USHE and national, interactive data sets that will help students choose a college and estimate their cost of attendance and job opportunities. Web sites visited will include USHE data pages, College Navigator, and Net Price Estimator.

■ **Empowering Underrepresented Students through Parental Engagement**

Presented by Camille Odell, Director, USU School Counselor Education Program; Nancy Karpowitz, Secondary Counselor Specialist, Jordan School District; Susan Maughan, Counselor, Cache County School District; Susana Amezcua, Counselor, SLC School District; Annette Whitaker, Counselor, Box Elder School District; Jordan School District Cone Counselors

You will leave this workshop with ready-to-implement Action Plans developed to mitigate barriers to college and career readiness for underrepresented students. Emphasis is on parental involvement. Representing four Utah school districts, presenters are in-the-trenches counselors who have completed USU's College and Career Readiness course, funded by the StepUP grant.

11:35 – 12:20 pm

BREAKOUT SESSION 2

■ **Using the New StepUpUtah.com and Social Media to Engage Students and Parents**

Presented by Maureen Brakke, Communications Specialist, Utah System of Higher Education; Bryan Lee, Web Content Specialist, Utah Higher Education Assistance Authority

This summer, USHE launched the new StepUpUtah.com, which contains great academic and financial college preparedness resources and Utah college information for students, parents, and educators. Learn how to easily incorporate content from StepUpUtah.com into engaging social media posts for your students and their parents. We'll also highlight new features of StepUpUtah.com and familiarize you with how you can make the new website a home base for your college awareness and preparedness education.



■ **Five Things Parents Still Need to Know About College**

Presented by Christie Fox, PhD, Director, Utah Scholars and Completion Initiatives, Utah System of Higher Education

This session will update last year's "Five Things Parents Need to Know" by streamlining the process and focusing on the resources available on the new StepUpUtah.com website. Parents are key to the college process, but so many of them feel overwhelmed and powerless in the face of changing requirements and rising tuitions. In this session, we will focus on ways to help parents feel empowered and work as partners with you and their child in the college process. The StepUpUtah.com website has resources for parents regardless of their child's age and more are coming!

■ **Regents' Scholarship: Empowering Students Throughout the Application Process**

Presented by Carrie F. Beckman, Scholarship Manager, Utah System of Higher Education

This session will include information about the new online scholarship portal students will use to apply for the scholarship. In addition we will discuss best how you can encourage students to take responsibility regarding their goal to be a Regents' Scholarship recipient.

■ **College and University Panel**

Presented by Dixie State University, Utah Valley University, Weber State University

Representatives from Utah's colleges and universities will share information related to school programs, admissions, and more. This session will be a moderated Q&A session.

■ FAFSA Intervention Strategies; Getting Parents and Families on Board

Presented by Michelle Riddle, Community Outreach Officer, Utah Higher Education Assistance Authority; Tino Diaz, Community Outreach Officer, Utah Higher Education Assistance Authority

Successful FAFSA completion involves the whole family. Come hear about interventions and strategies for maximizing parent involvement to make this your best FAFSA season ever.

Elementary
Session

■ Family-Based Approach to Prevent Risk and Build Healthy Futures for LGBT Students

Presented by Caitlin Ryan, PhD, ACSW, Director of Family Acceptance Project, San Francisco State University

Jr. High
Session

The Family Acceptance Project (FAP) has developed the first evidence-based family approach to prevent risk and promote well-being for LGBT children and youth. This session will discuss FAP's approach to help ethnically and religiously diverse families to support LGBT students, including resources and strategies to prevent risk and build healthy futures.

12:20 – 1:00 pm

■ Lunch, Informal Networking, College and University Booths

1:00 – 1:45 pm

BREAKOUT SESSION 3

■ Using the New StepUpUtah.com and Social Media to Engage Students and Parents

Presented by Maureen Brakke, Communications Specialist, Utah System of Higher Education; Bryan Lee, Web Content Specialist, Utah Higher Education Assistance Authority

This summer, USHE launched the new StepUpUtah.com, which contains great academic and financial college preparedness resources and Utah college information for students, parents, and educators. Learn how to easily incorporate content from StepUpUtah.com into engaging social media posts for your students and their parents. We'll also highlight new features of StepUpUtah.com and familiarize you with how you can make the new website a home base for your college awareness and preparedness education.

Elementary
Session

■ Empower Your Students and Parents Through Afterschool Programs

Presented by Emilie Holdaway, Professional Learning Systems Coordinator, Utah Afterschool Network; Kathleen Maag, Out-of-School Time Specialist, Utah Afterschool Network

Afterschool programs play a large role in evidence based predictors for students post-school success. Find out how you can work with afterschool programs to connect and empower parents and students to reach ultimate success after graduation.

■ The Pursuit of Higher Education for Utah's Undocumented Students

Presented by Richard Diaz, SLCC; Yudi Lewis, UVU, Jon Puente, SUU; Isael Torres, WSU; Rene Hernandez, USU; & Feleti Matagi, UU; moderated by Maria Martinez, Utah System of Higher Education

With the increasing number of undocumented students entering Utah's K16 pipeline each year it becomes exceedingly important to understand federal and state policies which affect their access to higher education. Senate Bill 253 was introduced and passed this legislative session and now allows for undocumented students to be eligible for privately funded scholarships at all USHE institutions. Join the Undocumented Student Access and Success Committee for a panel discussion on this and other recent changes, also information on how to continue to support undocumented students in their pursuit of higher education.

■ College and University Panel

Presented by Southern Utah University, Utah State University, University of Utah

Representatives from Utah's colleges and universities will share information related to school programs, admissions, and more. This session will be a moderated Q&A session.

ROOM KEY:

- = Exhibit Hall #5
- = Room 400
- = Room 200 D
- = Room 200 C
- = Room 200 B
- = Room 200 A
- = Room 300 D

■ UHEAA's FAFSA Completion Database: Understanding how to use this resource with FAFSA completion intervention

Presented by Stephen Rogers, Outreach Manager, Utah Higher Education Assistance Authority

UHEAA has created a FAFSA Completion Database that is available to LEAs and educators in Utah. This session will focus on how to access and utilize this resource and craft FAFSA completion intervention strategies for students.



■ Family-Based Approach to Prevent Risk and Build Healthy Futures for LGBT Students

Presented by Caitlin Ryan, PhD, ACSW, Director of Family Acceptance Project, San Francisco State University

The Family Acceptance Project (FAP) has developed the first evidence-based family approach to prevent risk and promote well-being for LGBT children and youth. This session will discuss FAP's approach to help ethnically and religiously diverse families to support LGBT students, including resources and strategies to prevent risk and build healthy futures.



1:55 – 2:40 pm

BREAKOUT SESSION 4



■ Utilizing School Events to Educate Parents About Saving for College

Presented by Scott Pettett, Interim Outreach Manager, Utah Educational Savings Plan

This session will provide participants with a brief overview of the Utah Educational Savings Plan (UESP), Utah's official nonprofit 529 college savings program; how parents can save for future higher education expenses; and how UESP's marketing efforts can help counselors begin the conversation with parents about saving for college.



■ Secondary Mathematics: Building Success for College and Career Readiness

Presented by Joleigh Honey, Secondary Mathematics Specialist, Utah State Office of Education

Join us as we discuss secondary mathematics course progressions and how course taking patterns impact student options for college and career readiness. Information will be provided regarding the mathematics competency bill, course progressions (including Concurrent Enrollment), and include time for questions and answers at the end.

■ College and University Panel

Presented by Snow College, Salt Lake Community College

Representatives from Utah's colleges and universities will share information related to school programs, admissions, and more. This session will be a moderated Q&A session.

■ Utah College Application Week: How To Create Supportive Programming for College Admissions Processes

Presented by Heidi Doxey, Utah College Application Week Program Manager, Utah System of Higher Education

Utah College Application Week is designed to increase the number of first-generation and low-income students who enroll in college by helping seniors navigate the college admissions process, ensure participating students submit at least one viable college application, and registers for an FSA ID. In two years Utah has expanded from eight to 77 participating high schools. Join our session to learn about this exciting, low cost, high impact initiative and how you can get involved.

ROOM KEY:

- = Exhibit Hall #5
- = Room 400
- = Room 200 D
- = Room 200 C
- = Room 200 B
- = Room 200 A
- = Room 300 D

■ The Pursuit of Higher Education for Utah's Undocumented Students

Presented by Richard Diaz, SLCC; Yudi Lewis, UVU, Jon Puente, SUU; Isael Torres, WSU; Rene Hernandez, USU; & Feleti Matagi, UU; moderated by Maria Martinez, Utah System of Higher Education

With the increasing number of undocumented students entering Utah's K16 pipeline each year it becomes exceedingly important to understand federal and state policies which affect their access to higher education. Senate Bill 253 was introduced and passed this legislative session and now allows for undocumented students to be eligible for privately funded scholarships at all USHE institutions. Join the Undocumented Student Access and Success Committee for a panel discussion on this and other recent changes, also information on how to continue to support undocumented students in their pursuit of higher education.

2:50 – 3:35 pm

BREAKOUT SESSION 5

Elementary
Session

■ Family Culture as College Readiness: How the whole family can prepare a child for post-secondary studies

Presented by Matthew Smith, Partnership Director, College Readiness and Completion, United Way of Salt Lake

Students going to college are academically and socially prepared for the journey, but how prepared are family members to provide support and encouragement during this launch into adulthood? How can we serve our students and families to achieve success during this challenging transition? What are best practices and how do we know if we are being effective?

Jr. High
Session

■ College and University Panel

Presented by Brigham Young University, LDS Business College, Westminster College

Representatives from Utah's colleges and universities will share information related to school programs, admissions, and more. This session will be a moderated Q&A session.

■ Rethink Education: Finding the Right Pathway Toward Successful Careers

Presented by Jared Haines, Vice President of Student Services and Instruction, UCAT; Mark Middlebrook, Director of Marketing, MATC; Ellen Lange-Christenson, Vice President of Student Services and Marketing, TATC; Earnest Cooper, Student Recruiter, DATC

Come discuss with Utah College of Applied Technology (UCAT) representatives the advantages of determining the best pathway that leads to successful careers by identifying first a career goal, then pursuing the education required for that position. Student debt can be significantly reduced by earning a certificate that gives students meaningful employment and experience as they continue on to higher career and educational goals. If continuing on with further education is the student's goal, they can do so with a great job and good income to help offset future tuition costs. Four year or above degrees do not always equate to higher salaries; many certificate holders earn more than those with degrees. Come find out why it's time to "rethink EDUCATION" and why enrolling at a UCAT campus should be part of your pathway.

Elementary
Session

■ Creative Strategies: Reimagining College Readiness Programs for Younger Students (K-8)

Presented by Utah System of Higher Education

Learn how college readiness programs can be reimagined and reinvented for younger grades. Hear about programs throughout the state that, through innovate thinking, have brought college readiness to students in elementary and junior high school.

Jr. High
Session

USHE Conference for School Counselors and Administrators Friday, September 11, 2015



Thank you for taking a moment to answer the following questions. Any information you provide is confidential.

Please mark your type of organization:

- Junior/Middle School
- District Office
- Other (Please specify): _____
- High School
- Utah State Office of Education
- Institution of Higher Education
- Access & Outreach Program

Please identify your position:

- School Counselor
- Public Education Administrator
- Higher Education Administrator/Staff
- School Administrators (Principal, Vice Principal, etc.)
- Financial Aid Administrator/Staff
- Other (Please specify): _____

How long have you been providing assistance to students to pursue education beyond high school?: _____

How many high school seniors will you work with in the 2015–2016 academic year?: _____

How would you rate the sessions you attended?

Please only evaluate the session(s) you attended.

Keynote: Denece G. Huftalin, PhD

I would rate this session as:

- Poor
- Fair
- Neutral
- Good
- Excellent

Comments: _____

Breakout Session 1

I attended the following session:

- Recommendations on High School Mathematics Preparation
- What's New with the Utah Scholars Initiative
- Regents' Scholarship 101
- Access U: Simplifying the transfer process from Salt Lake Community College to the University of Utah
- Finding the Right College: How to find what's right for you
- Empowering Underrepresented Students through Parental Engagement

I would rate this session as:

- Poor
- Fair
- Neutral
- Good
- Excellent

Comments: _____

Breakout Session 2

I attended the following session:

- Using the New StepUpUtah.com and Social Media to Engage Students and Parents
- Five Things Parents Still Need to Know About College
- Regents' Scholarship: Empowering Students Throughout the Application Process
- College and University Panel: Dixie, UVU, WSU
- FAFSA Intervention Strategies: Getting Families on Board
- Family-Based Approach to Prevent Risk and Build Healthy Futures for LGBT Students

I would rate this session as:

- Poor
- Fair
- Neutral
- Good
- Excellent

Comments: _____

Breakout Session 3 (check one):

I attended the following session:

- Using the New StepUpUtah.com and Social Media to Engage Students and Parents
- Empower Your Students and Parents Through Afterschool Programs
- Engaging Parents Through Social Media
- The Pursuit of Higher Education for Utah's Undocumented Students
- College and University Panel: SUU, USU, UU
- UHEAA's FAFSA Completion Database: Understanding how to use this resource with FAFSA completion intervention
- Family-Based Approach to Prevent Risk and Build Healthy Futures for LGBT Students

I would rate this session as:

- Poor
- Fair
- Neutral
- Good
- Excellent

Comments: _____

Breakout Session 4

I attended the following session:

- Utilizing School Events to Educate Parents About Saving for College
- Secondary Mathematics: Building Success for College and Career Readiness
- College and University Panel: Snow, SLCC
- Utah College Application Week
- The Pursuit of Higher Education for Utah's Undocumented Student

I would rate this session as:

- Poor
- Fair
- Neutral
- Good
- Excellent

Comments: _____

Breakout Session 5

I attended the following session:

- Family Culture as College Readiness: How the whole family can prepare a child for post-secondary studies
- College and University Panel: BYU, LDSBC, Westminster
- Utah College of Applied Technology
- Creative Strategies: Reimagining College Readiness Programs for Younger Students (K-8)

I would rate this session as:

- Poor Fair Neutral Good Excellent

Comments:

How satisfied were you with:

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Comments
The length of individual sessions?						
The choice of session topics?						
The conference site?						
The food served at the conference?						
The booths and additional resource information?						

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Comments
This conference helped me identify ways to engage parents.						
As a result of attending this conference I have gained a great knowledge of engaging parents and empowering students in their journey towards college.						
I received valuable information from the college & university representatives.						

What are the major take aways from this conference?

What would you change about the conference to make it more useful to you?

What trainings or workshop topics would you like to see in the future?

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November 4, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE Completion Report

Background

Since July 2013, when the Board of Regents passed its Completion Resolution, institutions and Utah System of Higher Education (USHE) staff have been working to implement it and to increase the completion/graduation rate at USHE institutions. Specifically, the Board's Resolution made five recommendations to institutions:

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

To report on the efforts made by the institutions and the state to increase the number of Utahns with post-secondary credentials, USHE created a Completion Report that summarizes the Board Resolution and the progress made thus far in achieving the state's goals.

The report outlines in an easy-to-read way Utah's college completion problem, the steps that the institutions are taking to improve college completion, and the results to date. For example, the report notes that only about two in five USHE students complete their degree within 150% of time (6 years), and that full-time students are four times as likely to earn an associate degree and three times as likely to earn a bachelor's degree than are part-time students.

The report also describes the "15 to Finish" campaign, which targets the one in three USHE students taking 12-14 credits, who could graduate on time by taking the right additional course each semester. These students lose \$35,000 in lost wages and total cost of attendance by taking an additional year to graduate. During each registration period (fall, spring, summer), USHE purchases targeted digital ads, which have been viewed more than 540,000 times encouraging full-time enrollment. These ads, alongside institutional

efforts, are showing slow but steady gains in credit intensity in both 15 credits per semester and 30 credits per year.

The last page of the report showcases the USHE Completion Grants, which each institution used to help accomplish their completion goals in mission-driven ways. These grant descriptions are keyed to the five initiatives from the Board of Regents' Completion Resolution.

Next Steps

This report will be updated at least bi-annually to show the progress USHE institutions are making on improving completion rates.

Commissioner's Recommendation

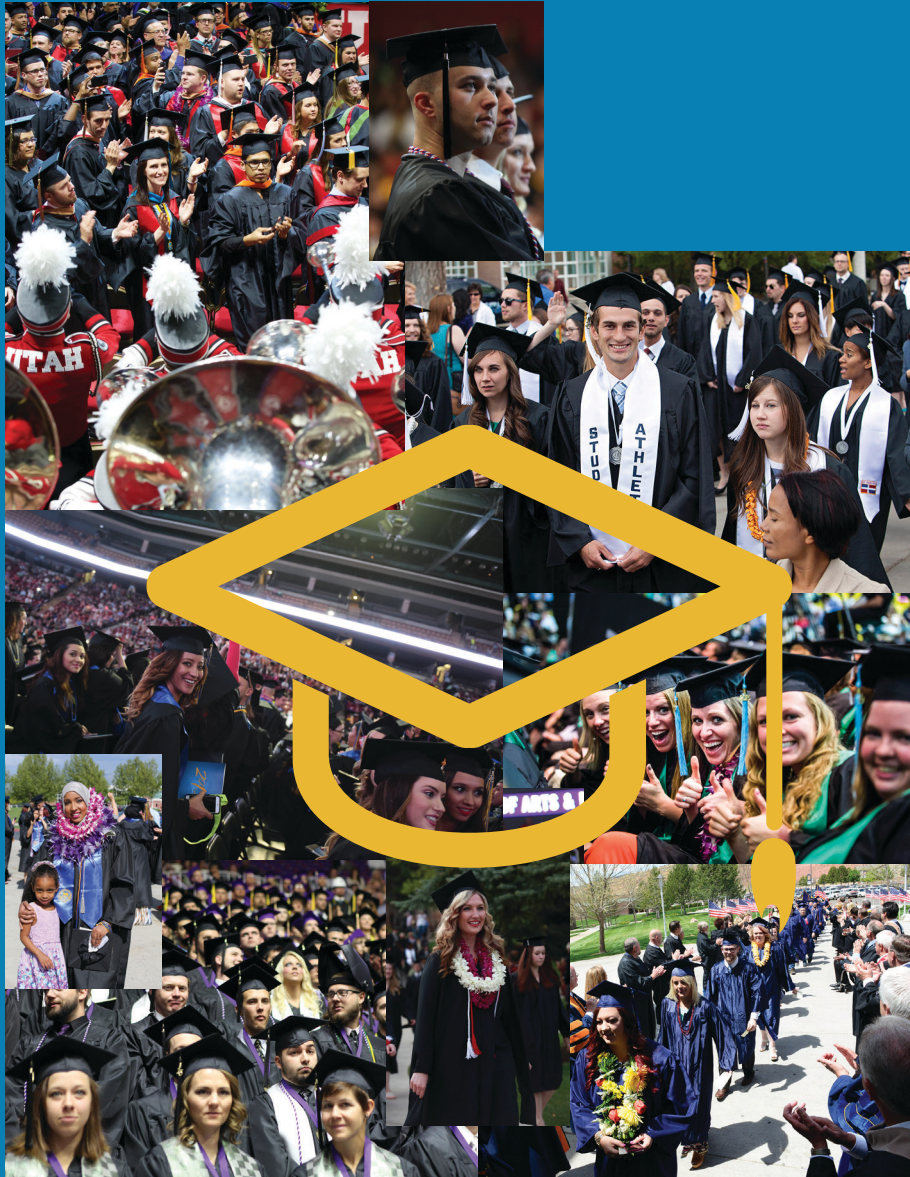
This is an information item only; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/CF
Attachment



UTAH SYSTEM OF HIGHER EDUCATION



College Completion in Utah

2015 Overview

Utah lags the nation when it comes to students completing college.

College educated citizens make Utah's economy stronger. The Utah System of Higher Education wants to make sure that every student can get a meaningful credential in a timely manner. That means taking enough credits each semester, taking the right classes, and building upon strong academic preparation in high school.

In 2013, the Board of Regents passed a College Completion Resolution, outlining five initiatives based in research and best practices, designed to help Utah students achieve their goals. This report outlines those five initiatives and the progress we've made so far.



Only about two in five USHE students complete their degree within 150% of time.

FULL-TIME STUDENTS

at Utah's colleges are **4x** as likely to earn an associate degree & **3x** as likely to earn a bachelor's degree when compared to

PART-TIME STUDENTS

Completion Initiatives

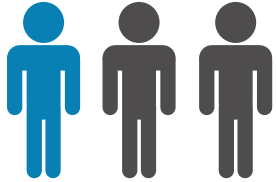
The July 2013 Completion Resolution passed by the Utah State Board of Regents encourages the implementation of five key strategies to improve college completion in the state.

- 1 Establish 15 credits per semester as full-time
- 2 Set plateau tuition levels, focusing on 12-15 credits
- 3 Create semester-by-semester degree program maps with specific recommended courses
- 4 Encourage students to enroll in the appropriate math course their first year
- 5 Explore the feasibility of implementing reverse transfer/stackable credentials

15 to Finish



In June of 2013 USHE launched the 15 to Finish campaign as part of its Completion Initiative. This campaign encourages students to take at least 15 credits per semester in order to graduate on time. This campaign targets the 37% of USHE students who take 12-14 credits per semester, and could cut a year off of their time to graduation by just taking one more class per semester.



About one in three USHE students takes 12-14 credits per semester

\$35k

Cost of attending college one extra year (wages + total cost of attendance)

>540k

Views of the 15 to Finish Utah campaign video during 2014-15.

15 to FINISH™ | FOR MORE INFORMATION VISIT 15TOFINISHUTAH.COM

Plateau Tuition



Seven of the eight USHE colleges and universities have instituted plateau tuition, with an emphasis on 12 to 15 credits. That one extra class adds up to a free year of college. USHE institutions have plateau tuition in the following ranges:

Utah State University
12-18 credits

Dixie State University
12-20 credits

Weber State University
11-18 credits

Utah Valley University
12-18 credits

Southern Utah University
10-18 credits

Salt Lake Community College
12-18 credits

Snow College
10-20 credits

Math



Approximately 40% of college students are placed in remedial courses. USHE institutions are devising innovative ways to help students with math and to encourage students to take math as soon as they arrive on campus, rather than waiting.

For example:

- Multiple data points help place students in correct courses.
- Web-based refresher material for placement exams.
- Students in “fast track” programs move through course modules at their own pace.
- In “flipped” classrooms, students solve problems during class time, with the professor’s help.
- Co-requisites allow students to complete two math courses in a single semester.

43%

Of recent HS grads completed the math requirement during their first year in college



Students who took math their first year in college (including remedial math) are **3x** more likely to pass credit-bearing math within 5 years

USHE Math Recommendations

In spring 2014, USHE published high school math recommendations, detailing which math courses would best prepare high school students for college. These include completing Utah high school graduation requirements and taking four years of progressive math, along with specific recommended courses for students headed for a STEM major.



Learn more about the USHE Math Recommendations at StepUpUtah.com, the USHE site for college prep and success for students, parents and school counselors

Graduation Maps



Students have a dizzying array of options when they register for courses, and the course catalog may be overwhelming. Graduation maps help students make sense of requirements to stay on track to finish their degrees on time and help institutions know which courses to offer when.

90%

of degree programs at USHE institutions have up-to-date graduation maps



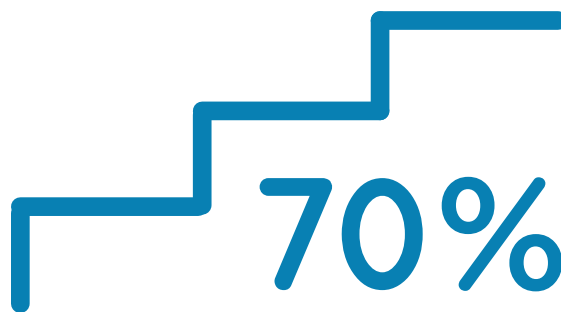
Graduation maps improve completion rates and cut down on unnecessary excess credits

Reverse Transfer/Stackable Credentials



Students who are awarded an associate degree are more likely to stay in school and finish a four-year degree program, so Utah is making associate degrees a priority. Students can earn an associate degree on their way to a bachelor's degree, and students who transfer with enough credits can also earn their associate degree at the two-year institution, even after transferring, through reverse transfer.

Once a student completes a credential, that shouldn't be the end. USHE institutions are working to ensure that all certificates can count or "stack" toward an associate degree, and all AA/AS degrees also "stack" with four-year degrees.



Students are taking advantage of the stackable credential model: the number of certificates awarded at Salt Lake Community College increased 70% from 2012/13 to 2013/14.

USHE Completion Grants



USHE awarded completion grants to support and encourage institutional work in increasing completion rates on their campuses. Each utilized one or more of the five key strategies in the USHE Completion Initiative.

University of Utah



Expanded Plan to Finish Initiative by developing resources to engage parents, creating an enrollment culture of registering for 15 credits per semester, and promoting completion of math in the first year through financial support for success.

Utah State University



Increased the number of students obtaining associate degrees through a promotional campaign and incentives including waived re-admission fees and peer-to-peer phone campaigns.

Weber State University



Created the Smart Graduation Planner, a web-based course selection tool that shows students which courses to take each semester, following the shortest path to graduation.

Southern Utah University



Created a Focus Interest Group (FIG) for College Connections students that includes remedial math, general education, and an anchor class to encourage students to start math right away and to increase retention rate of at-risk students.

Snow College



Expanding a successful pilot to allow students in STEM and non-STEM fields who place into remedial math to complete college-level math in one year. Created a searchable database for hands-on class projects for students to apply math concepts.

Dixie State University



Expanded the outreach of its Student Success Center and built on existing retention initiatives. Hired eight student mentors, added four computers, and targeted 350 at-risk freshmen.

Utah Valley University



Purchased College Scheduler, a simple and user-friendly tool to help students search schedule options and register for classes. The roll out was a resounding success and UVU is now in stage two of implementation, and has recommended adoption to other USHE institutions.

November 4, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Institutional Completion Update: Weber 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 (USHE) 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.

The Utah System of Higher Education provided *USHE Completion Grants* in 2014 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.

The host institution, Weber State University, will present the November 2015 report on their initiatives to increase completion rates.

Next Steps

Over the next few months all remaining 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.

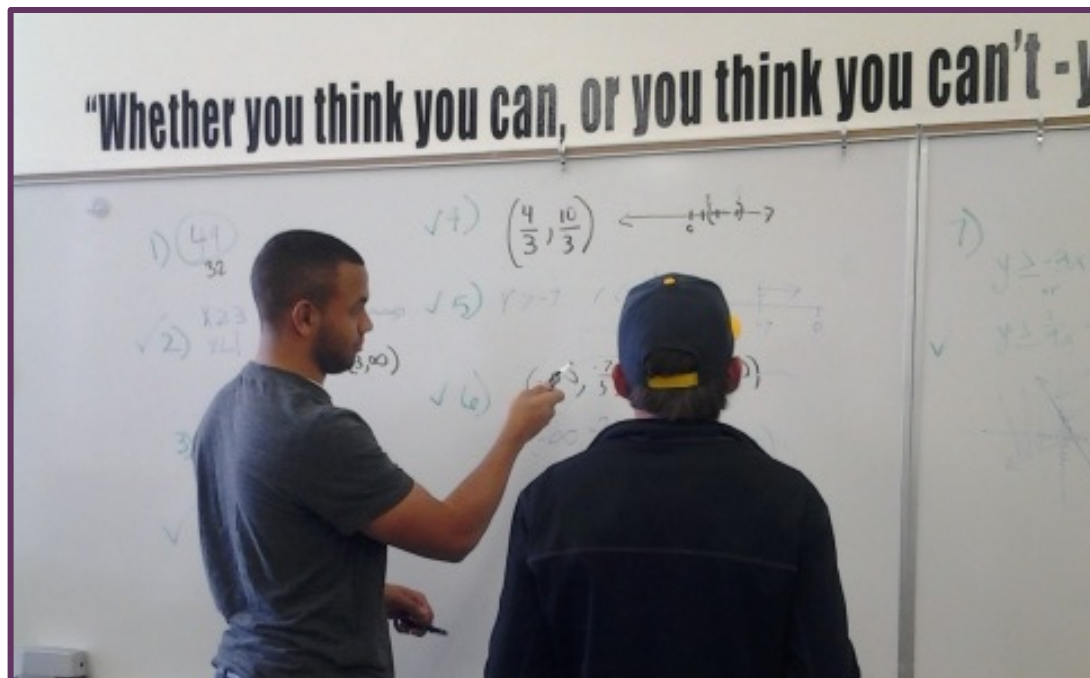
David L. Buhler
Commissioner of Higher Education

DLB/CF
Attachment

2015

Report for
USHE Board
of Regents

WSU Developmental Mathematics



Students have a variety of learning needs; therefore Weber State University offers a variety of developmental course options.

The Developmental Mathematics Program of Weber State University prepares students for success in college level mathematics courses and lays the foundation for general academic success through course options that meet the diverse learning needs of students. Meaningful, learner-centered instruction provides students the opportunity to think and reason mathematically as they develop conceptual, contextual and procedural understanding of mathematics, as well as the habits of mind needed for success.

Data is from Spring 2015 semester
Success rates don't count W or UW

T.E.R.M. (Technology Enhanced Redesign of Mathematics). Implemented in 2010, TERM courses meet in a classroom with an instructor 1 hour per week and in the Hub computer lab with tutor and instructor support 2 hours per week. A blend of computer-based and individual instruction supports students as they work through 10 modules. Students can Fast Track and complete more than one course in a semester. This course is also available fully online. Courses: Math 950, 990, 1010. Pass Rate: 57%. Success Rate: 83%

Flipped. Following the national trend to provide more student-student and student-teacher interaction in the classroom, flipped classes meet 4 hours per week, so students can complete the computer-based modules in collaborative groups. An instructor facilitates whole class learning activities and provides guidance while students complete module homework. Courses: Math 950, 990, 1010. Pass Rate: 64%. Success Rate: 81%

Pathway to Contemporary Math.

This course provides an alternate, less algebra-intensive prerequisite to Math 1030 (& possibly Math 1040, coming soon). The focus of this course is to build conceptual, contextual, and procedural understanding of math by providing students the opportunity to explore and make mathematical connections individually and in collaborative groups. The course is classroom and paper/pencil based. Course: Math 810 (soon to be Math 970) Pass Rate: 73%. Success Rate: 86%

R.E.A.L. Prealgebra.

(Real-world Explorations. Active Learning) Beginning mathematics skills are taught to math-challenged students through solving real-world math problems. Students gain confidence by working collaboratively with one another. With the guidance of an instructor, students engage in discussions that enhance conceptual understanding. Course: Math 950. Pilot Pass Rate: 60%. Success Rate: 92%

DIRECTOR
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November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: "Expect the Great" Conference

Background

The "Expect the Great" Conference has been a Utah System of Higher Education (USHE) statewide effort for the past four years. The free event is a college and career awareness conference providing African and African-American students and families with information, resources and other support to increase college participation, retention, and graduation. It started with the leadership of Board of Regents Vice-Chair France A. Davis seeking an outreach event to increase college access for African-American students. Expect the Great also includes a convening of current Black Student Association Officers from throughout the state for a powerful networking session.

Presidents of the USHE institutions and Westminster College each provide \$2,000 of financial support for the annual conference and assign staff members who work collaboratively as a planning team, with support from the USHE Office of Outreach and Access and Assistant Commissioner Julie Hartley. Last year, the conference was hosted by Salt Lake Community College.

Issue

This year, the fifth-annual Expect the Great College and Career Fair was held on October 9-10, 2015, at Weber State University (WSU). This year's conference was chaired by Betty Sawyer, WSU's Transition Programs and Partnerships Coordinator.

The Friday October 9th events were held in conjunction with Weber State University's Diversity Conference. The keynote speaker was Michael Eric Dyson. WSU President Wight gave opening remarks and Adrienne Gillsepie Andrews, Chief Diversity Officer, provided an institutional welcome and introduction.

Following the Diversity Conference was an overnight Black Student Union/Club leadership training retreat. Black Student Association Officers from all of our USHE institutions participated in roundtable discussions on current issues, leadership training, and collaborating on common agenda items and events. Students shared helpful hints and strategies that have kept them in college, despite the challenges many of them face as first generation college students or attending a predominantly white institution.

On October 10th Utah's Commissioner of Higher Education, David Buhler, gave opening remarks and Weber State University Provost, Madonna Miner, gave the institutional welcome. The keynote speaker was Jack Hesleph, Director of Student Employment & Cooperative Education at Salt Lake Community College. Registered participants from across the state of Utah then attended their choice of workshops in three sessions, which included:

- Applying for financial aid
- Navigating college from start to finish
- College, career, and life
- Career profiles
- Black Greek letter organizations

An additional professional development session for counselors and administrators focused on trends in the juvenile criminal-justice system and how to prevent a school-to-prison pipeline.

A lunch was facilitated by Eddie Baxter, the Vice-President of Weber State University's Black Student Union, who led a panel of college students through a discussion of their college experiences and successes.

The conference concluded with a college and career exposition, featuring staffed information tables for Utah colleges and universities, financial aid, and area employers.

Registered participants, totaling 230, attended the event. The majority were college students, high school students, and junior high school students, followed by interested community members.

Next Steps

The planning committee will meet again at the beginning of 2016 to start planning for next year's event.

Commissioner's Recommendation

This is an information item only; no formal action by the Board is required.

David L. Buhler
Commissioner of Higher Education

DLB/JH
Attachment



Expect the Great

build • invest • connect

weber.edu/expectthegreat

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

WEBER STATE
UNIVERSITY

Expect the Great
College and Career Conference
October 10, 2015

Weber State University
Shepherd Student Union

Expect the Great College and Career Conference & Career Expo
Saturday, October 10, 2015
"Build, Invest, Connect...Pathways to Success"

- 8:30 **Check-In**, Shepherd Union Lobby
Continental Breakfast, Shepherd Union Mezzanine
- 9:00 **Institutional Welcome**, Ballroom B
Introduction: Larry Robinson, President, Black Scholars United, WSU
Dr. Madonne Miner, Provost, Weber State University
- Opening Remarks**
David L. Buhler, Commissioner, Utah System of Higher Education
- Introduction of Speaker, Shekinah Stanton, BSU President, SLCC
Keynote Speaker – Jack Hesleph, Director, Career and Student Employment Services, SLCC
- Overview of the Day**
Betty Sawyer, "Expect the Great" Chair, Coordinator of Transition Programs and Partnerships
- Break for workshops**
- 9:30-12:10 **Workshops**
- A. Take the Money & Run: Discover the tools that will help you get in and pay for your college education (Presenters: Sherri Melton, WSU & Tino Diaz, UHEAA)- **SU305**
 - B. Watch Me Succeed: Increase your knowledge and learn to navigate college, from start to finish (Presenters: Dr. Tamara Stevenson, Westminster College & Dr. Gregory Roberts, SLCC) **SU321**
 - C. College, Career, Life: Your Pathway to Success (Presenters: Damien Pitts, U of U, & Jack Hesleph, SLCC) **Ballroom C**
 - D. Black Greek Letter Organizations: Student Retention through a Legacy of Service, Scholarship, & Leadership (Dr. Kathleen Christy and representatives from the Divine Nine) **SU312**
 - E. Professional Development Session: Finger Paint to Finger Prints; School to Prison Pipeline in Utah (Rebecca Tierney, WSU Facilitator – Presenters: Utah Public Policy Clinic) **SU320**
 - F. Career Profiles: So you want to be a...(Facilitator, Winn Stanger, WSU - Local African American Professional Roundtable and Q&A) **SU316**
- 12:10-1:00 **Lunch, Ballroom B** - Eddie Baxter, Vice President, BSU, WSU, Presiding
Lunch & Table Talk Session
- College Student Panel: Voices from Within, Moderator, LaShawn Williams
- Closing Remarks**
Adrienne Andrews, Chief Diversity Officer, Weber State University
- Convene College and Career Expo**
- 1:00-3:00 **College and Career Expo- Shepherd Student Union, Mezzanine**
Representatives: Dixie State College, Southern Utah University, Utah Valley University, Westminster College, Weber State College, University of Utah, Salt Lake Community College, Snow College, Utah State Eastern, Utah Educational Savings Plan, StepUp to Higher Education; local employers

Workshop Descriptions and Learning Objectives

- A. Take the Money & Run: Discover the tools that will help you get in and pay for your college education **SU305**
- a. Apply to College
 - b. Apply for Financial Aid (FAFSA)
 - c. Discover Other Funding Sources
- B. Watch Me Succeed: Increase your knowledge and learn to navigate college, from start to finish **SU321**
- a. Time Management
 - b. College Jargon
 - c. Advocacy & Resources
 - d. Persistence & Grit
- C. College, Career, Life: Your Pathway to Success
Ballroom C
- a. Internships
 - b. Working while in College
 - c. Winning Resume (have students & others bring with them or possible online help prior to conference)
 - d. Understanding Pathways to Career Success
 - e. Matching Passion, Skills, & Employability
- D. Black Greek Letter Organizations: Student Retention through a Legacy of Service, Scholarship, & Leadership **SU312**
- a. Historical Perspectives
 - b. Utah Perspectives
 - c. Impact on Student Engagement & Retention
- E. Professional Development Session: Finger Paint to Finger Prints; School to Prison Pipeline in Utah
Rebecca Tierney, WSU - Facilitator; U of U, Utah Public Policy Clinic **SU320**
- a. Review newly published Finger Paint to Finger Prints report
 - b. Review Utah Data
 - c. Roundtable discussion on low-moderate effort and cost to implement change
- F. Career Profiles: So you want to be a...Facilitator, Winn Stanger, WSU - Local African American Professional Roundtable and Q&A **SU316**
- a. Introduce students to practicing professionals in various fields
 - b. Interactive discussion on career paths
 - c. Networking & other opportunities for school to career connections



2015 Expect the Great Planning Committee

Adrienne Andrews
Naredos Almaw
Monica Annoh
Eddie Baxter
Sharon Bluth
Larry Burdett
Spencer Childs
Kathleen Christy
France Davis
Darlene Dilley

Heidi Doxey
Stanley Ellington
Ikwo Frank
Anni Garcia
Nathan Hanamaikai
Julie Hartley
Jackie Hesleph
Teresa Holt
Amy Huntington
Stan Inman

Jill Kemerer
Sandra Martinez
Laurie Miller
James R. Painter
Champagne Perry
Damien E. Pitts
Alec Player
Gregory Roberts
Larry Robinson
Tricia Sugiyama
Betty Sawyer

Cathie Schoeck
Sheila Sconiers
Glory J. Stanton
Glory Shekinah Stanton
Tamara Stevenson
Ruth Stubbs
Becky Tierney
Margarita Vara
Cheryl Williams
Noelle Wilson

Sponsored by



WESTMINSTER
SALT LAKE CITY - UTAH



We extend a special thanks to all of our College & Career Expo Vendors

November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: High School Feedback Reports

Background

As part of our ongoing efforts to work closely with the Utah State Office of Education to improve and assess college preparation, the Office of the Commissioner devised a report to provide feedback to individual high schools and school districts. Principals and superintendents know how their students fare in their high school courses and on the ACT, but they lack information about their students after graduation. The new High School Feedback Reports are designed to fill the gaps from other statewide reports such as Student Assessment of Growth and Excellence (SAGE), ACT, and school grades because it tracks high school student graduates who attended a Utah System of Higher Education (USHE) institution. We hope to inform K-12 leaders how their graduates are making the transition from high school to higher education. The reports were compiled through a data partnership with the Utah State Office of Education, which will also receive copies.

Issue

The High School Feedback Reports show the college performance of the graduating class of 2013-14 from every K-12 school district, and tracks students who enrolled at a USHE institution the following academic year (2014-15). The reports include the number of students who applied for and received a Regents' Scholarship, the breakdown of the number of students enrolled in each higher education institution, their average fall grade point average (GPA), how many persisted through spring semester, their credit load, the number of students placed in remedial courses, and success rates in college-level mathematics and English composition. The data have been disaggregated to show separate reports for the entire student body, low English proficiency students, and low income students.

The reports were mailed on October 23, 2015 to the 27 school districts who are partners with StepUp Utah and the Utah Scholars Initiatives. These partners received more detailed versions of the report that included not only district information but also information for each individual high school. All other districts received only a district level report and an invitation to become a StepUp Utah partner, as these partnerships are a strong way to improve college preparation. District reports have also been shared with the State Superintendent.

Next Steps

An interactive online version of the reports will be published by the end of November. The USHE office of Outreach and Access plans to publish these reports annually. Since this is the first round with the reports, Outreach and Access is actively seeking feedback from superintendents and the Utah State Office of Education on how to improve them.

Commissioner's Recommendation

This is an information item only; no action is required

David L. Buhler
Commissioner of Higher Education

DLB/JH
Attachments



Utah System of Higher Education (USHE) High School Feedback Report

Salt Lake District Graduating Class of 2014

All Students - First Year of College

Salt Lake District Fall 2014 Enrollments*

University Of Utah	191
Utah State University	36
Weber State University	7
Southern Utah University	10
Snow College	12
Dixie State University	9
Utah Valley University	15
Salt Lake Community College	207
Brigham Young University	25
LDS Business College	3
Westminster College	15
Other In-State	2
Other Out-of-State	91
Status Unknown	730

High School Graduates and Scholarships

	Salt Lake District	Utah
Graduates	1,352	35,661
Applied for Regents' Scholarship	88	3,140
Awarded Regents' Scholarship	51	2,274
Applied for New Century Scholarship		404
Awarded New Century Scholarship		260

New Student Information (USHE Students Only)

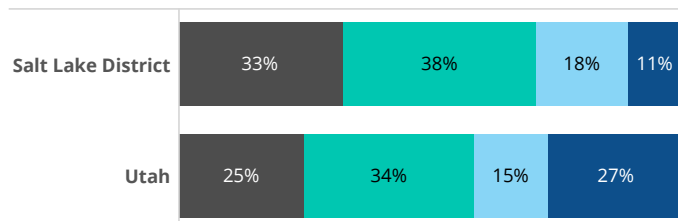
Enrolled	487	12,365
Avg. Fall GPA	2.45	2.69
% Pell Eligible	47%	34%
% Returned Spring Semester	79%	81%
% with 30 credits 1st yr	15%	25%

* May include individual student enrollments at multiple institutions.

College Performance Measures (USHE Students Only)

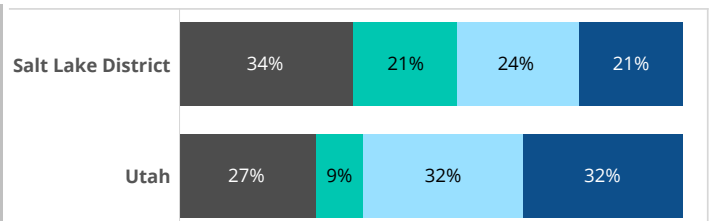
Students Taking Math

■ No Enrollment ■ Remedial

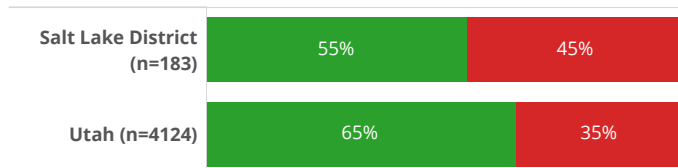


Students Taking English

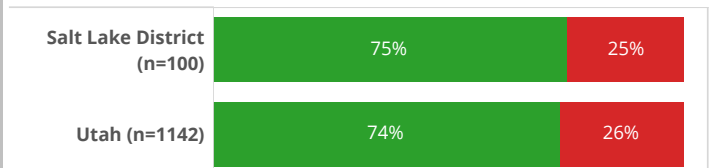
■ College Level ■ Previous Credit



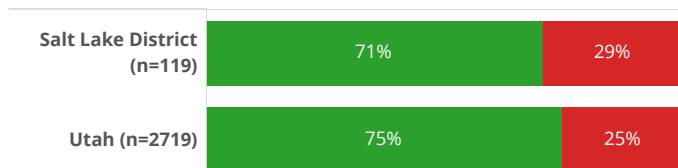
% Earning C- or Higher in Remedial Math (≤ 1010)



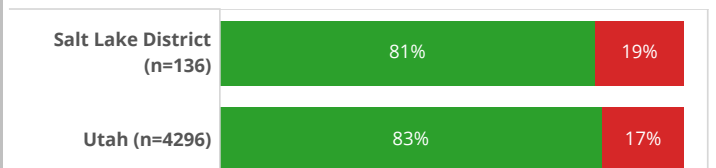
% Earning C- or Higher in Remedial English



% Earning C- or Higher in College Math (≥ 1030)



% Earning C- or Higher in Intro to Writing



For additional information regarding this report, its source data, and the reported measures please consult the Data Definitions Guide accompanying this report.

Prepared by Utah System of Higher Education
highereducutah.org Published: Oct. 2015



Utah System of Higher Education (USHE) High School Feedback Report

Salt Lake District Graduating Class of 2014

Limited English Proficiency - First Year of College

Salt Lake District Fall 2014 Enrollments*

University Of Utah	13
Weber State University	1
Southern Utah University	2
Dixie State University	2
Utah Valley University	3
Salt Lake Community College	41
LDS Business College	1
Other Out-of-State	5
Status Unknown	162

High School Graduates and Scholarships

	Salt Lake District	Utah
Graduates	230	1,178
Applied for Regents' Scholarship	2	11
Awarded Regents' Scholarship	0	4
Applied for New Century Scholarship		
Awarded New Century Scholarship		

New Student Information (USHE Students Only)

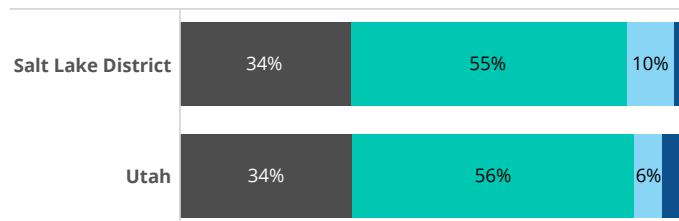
Enrolled	62	272
Avg. Fall GPA	1.96	2.05
% Pell Eligible	71%	67%
% Returned Spring Semester	77%	77%
% with 30 credits 1st yr	10%	10%

* May include individual student enrollments at multiple institutions.

College Performance Measures (USHE Students Only)

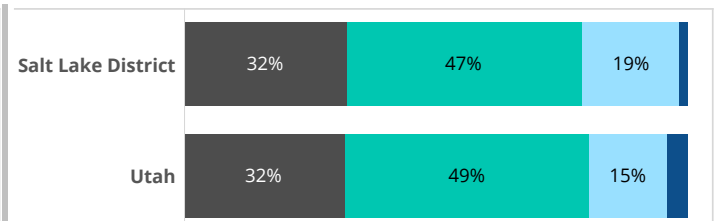
Students Taking Math

■ No Enrollment ■ Remedial

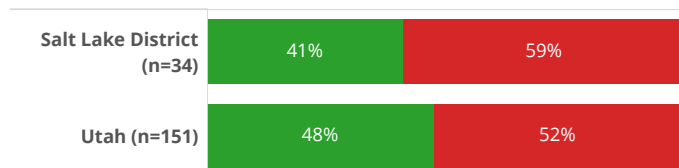


Students Taking English

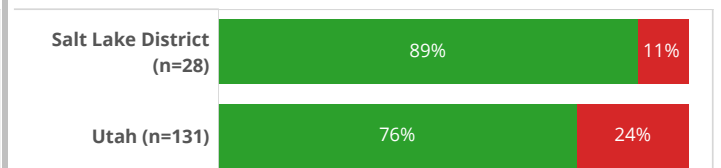
■ College Level ■ Previous Credit



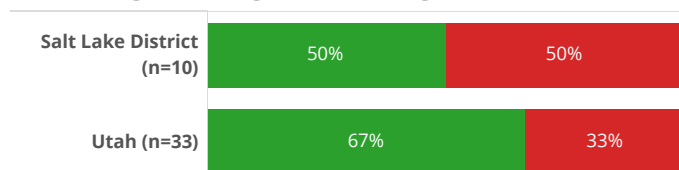
% Earning C- or Higher in Remedial Math (≤ 1010)



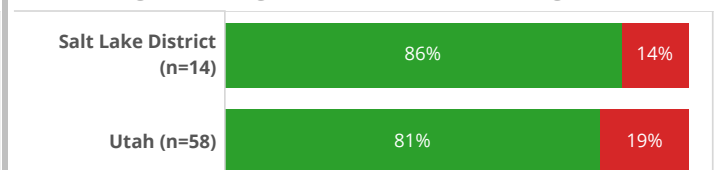
% Earning C- or Higher in Remedial English



% Earning C- or Higher in College Math (≥ 1030)



% Earning C- or Higher in Intro to Writing



For additional information regarding this report, its source data, and the reported measures please consult the Data Definitions Guide accompanying this report.

Prepared by Utah System of Higher Education
highereducat.utah.gov Published: Oct. 2015



Utah System of Higher Education (USHE) High School Feedback Report Salt Lake District Graduating Class of 2014

Low Income (Free and Reduced Lunch) - First Year of College

Salt Lake District Fall 2014 Enrollments*

University Of Utah	63
Utah State University	10
Weber State University	3
Southern Utah University	4
Snow College	4
Dixie State University	6
Utah Valley University	9
Salt Lake Community College	124
Brigham Young University	2
LDS Business College	3
Westminster College	1
Other In-State	1
Other Out-of-State	14
Status Unknown	448

High School Graduates and Scholarships

	Salt Lake District	Utah
Graduates	691	8,150
Applied for Regents' Scholarship	10	285
Awarded Regents' Scholarship	2	175
Applied for New Century Scholarship		65
Awarded New Century Scholarship		31

New Student Information (USHE Students Only)

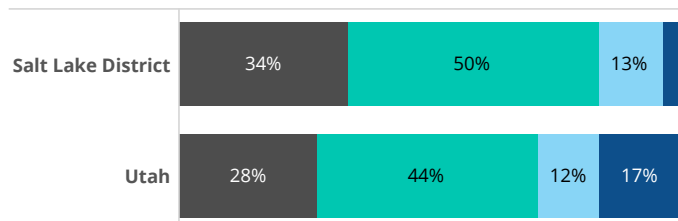
Enrolled	223	2,327
Avg. Fall GPA	2.13	2.35
% Pell Eligible	77%	79%
% Returned Spring Semester	75%	76%
% with 30 credits 1st yr	9%	18%

* May include individual student enrollments at multiple institutions.

College Performance Measures (USHE Students Only)

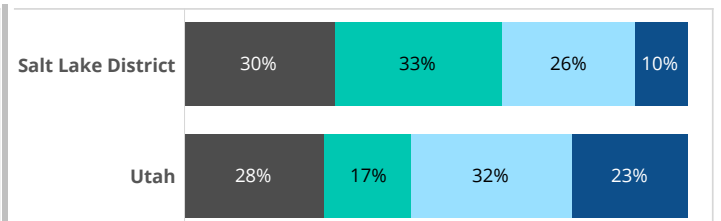
Students Taking Math

■ No Enrollment ■ Remedial

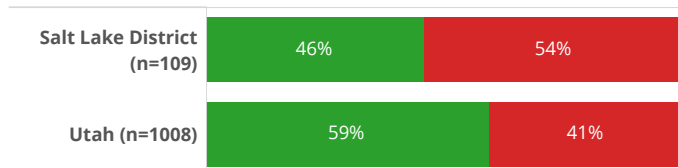


Students Taking English

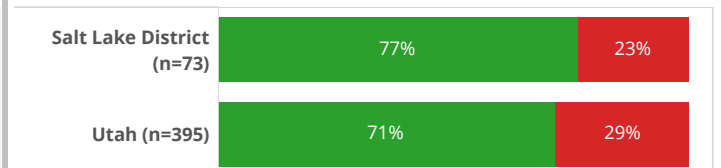
■ College Level ■ Previous Credit



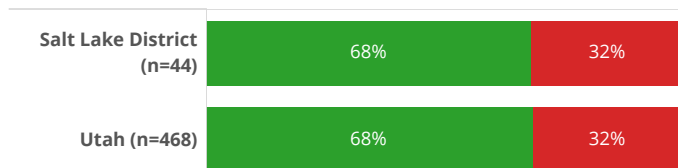
% Earning C- or Higher in Remedial Math (≤ 1010)



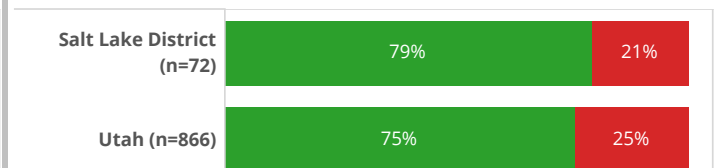
% Earning C- or Higher in Remedial English



% Earning C- or Higher in College Math (≥ 1030)



% Earning C- or Higher in Intro to Writing



For additional information regarding this report, its source data, and the reported measures please consult the Data Definitions Guide accompanying this report.

Prepared by Utah System of Higher Education
highereduc.utah.gov Published: Oct. 2015

November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Campus Master Plan Approval

Issue

Weber State University requests the review and approval of its updated Campus Master Plan that was last formally approved on May 17, 2013. A letter from the University along with three planning documents are attached including: the Master Plan for the Ogden Campus, the Master Plan for the Davis Campus, and a map of Weber State University sites and locations.

University officials will be present at the meeting to present this agenda item and to respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board, after their review of the information presented, approve the updates to the Weber State University Campus Master Plan.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/RPA
Attachments



WEBER STATE UNIVERSITY

October 21, 2015

Dr. David Buhler, Commissioner
Utah System of Higher Education
Board of Regents Building
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler,

The WSU community looks forward to welcoming the Board of Regents to campus on November 13th. As part of the activities, WSU will present its current Campus Master Plans to the Regents' Business Committee for approval. Included here are three attachments: one showing WSU's Ogden Campus Master Plan; one showing WSU's Davis Campus Master Plan; and one showing all of the sites and locations at which WSU currently has operations.

Kevin Hansen, WSU's Associate Vice President for Facilities and Campus Planning, will present this material to the Regents' Business Committee during the November 13th meetings. Again, we look forward to your visit.

Sincerely,

A handwritten signature in black ink, appearing to read 'Norm Tarbox'.

Dr. Norm Tarbox
Vice President for Administrative Services



FUTURE DEVELOPMENTS ZONE

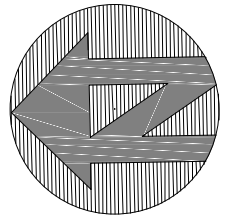
1 Mile Radius

3/4 Mile Radius

1/2 Mile Radius

1/4 Mile Radius

0' 100' 250' 500' 1000' 2000'



Car Stop

Car Stop

Car Stop

Proposed Street Car Path

Proposed Street Car Path

ACQUISITION ZONE



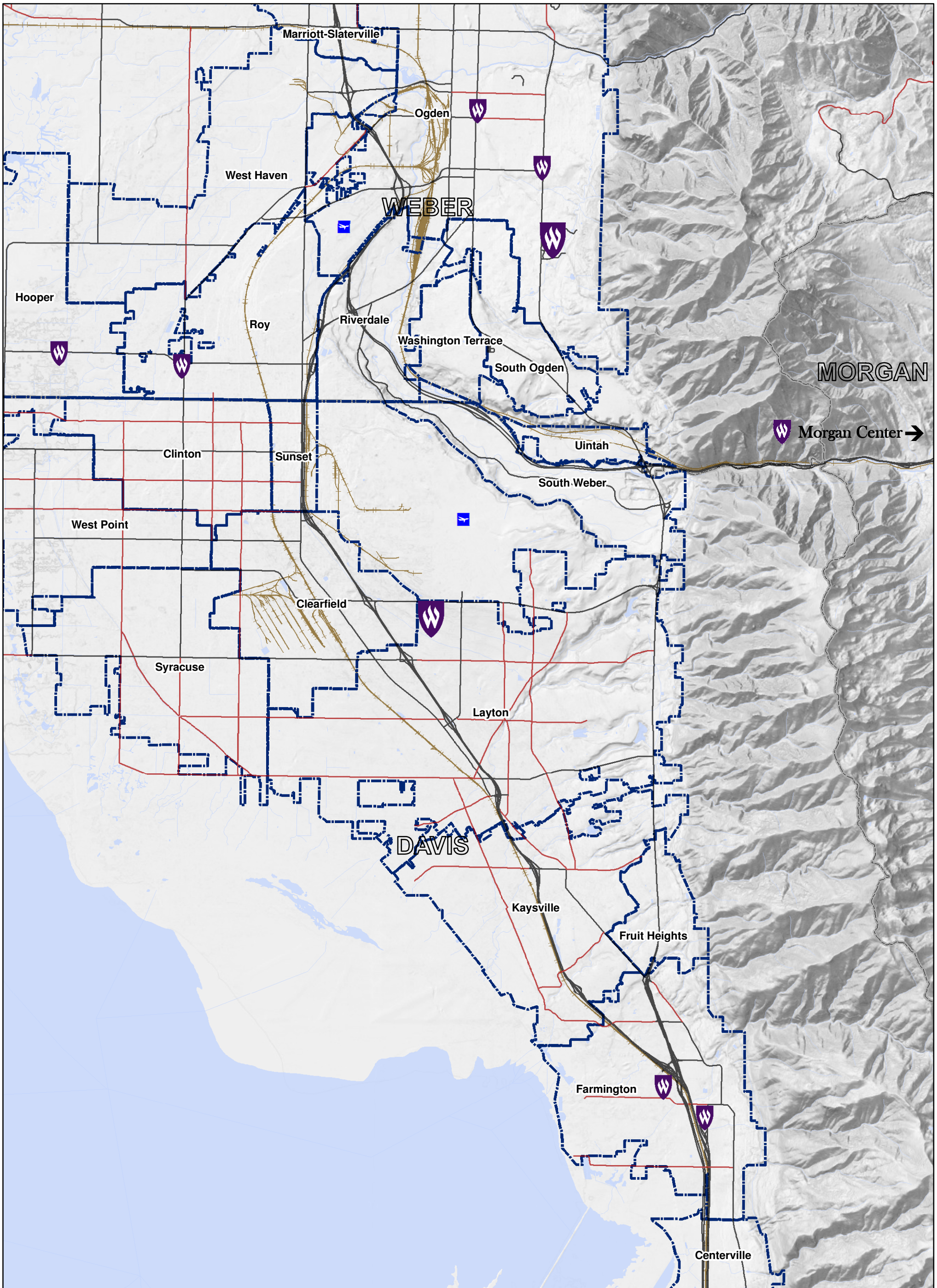
University Park Blvd.



WEBER STATE UNIVERSITY


Weber State University

Davis Campus



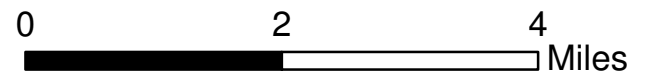
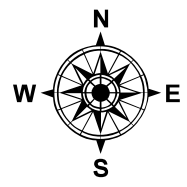
Campus and Center Locations

Legend

 WSU Locations



WEBER STATE UNIVERSITY
Facilities Management



1:95,040 1 in = 2 miles

November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: 2015-2016 USHE Performance Based Funding Initiatives

Background

Senate Bill 232 (2015) directs the Board of Regents to establish performance based funding with the following metrics approved by the board: 1) Degrees and certificates granted; 2) Services provided to traditionally underserved populations; 3) Responsiveness to workforce needs; 4) Institutional (Graduation) efficiency; and 5) Graduate research for research universities.

The Legislature appropriated a total of \$9 million (\$7 million one-time, \$2 million ongoing) for fiscal year 2015-16, to be allocated to institutions according to the above metrics. These funds along with \$239,000 one-time which was carried forward from fiscal year 2014-15, were approved in the July 2015 Regents meeting for distribution to each institution.

Issue

Each institution has now submitted detailed performance based funding initiatives for one-time and ongoing funding, including descriptions, rationale, outcomes, assessment, and budgetary plan. This information will be used for budget presentations, legislative budget item follow-up reports, and other requests.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the 2015-2016 Performance Based Funding Initiatives.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS
Attachments

UTAH SYSTEM OF HIGHER EDUCATION 2015-2016 OPERATING BUDGET REQUEST

Performance Based Funding Initiatives

Total: \$9,239,000

The 2015 Legislative session appropriated a total of \$9,000,000 for fiscal year 2015-16 (SB 232). These funds along with \$239,000 one-time carried forward from 2014-15 were approved at the July 2015 Regents meeting and distributed to institutions according to the amounts below.

The following narrative describes each initiative, rationale, outcomes, assessment, and budgetary plan in support of: 1) Degrees and certificates granted; 2) Services provided to traditionally underserved populations; 3) Responsiveness to workforce needs; 4) Institutional (Graduation) efficiency; and 5) Graduate research for research universities.

	<u>One-time</u>	<u>Ongoing</u>	<u>Total</u>
University of Utah	\$2,001,205	\$ 552,896	\$2,554,101
Utah State University	\$1,498,303	\$ 413,953	\$1,912,256
Weber State University	\$ 910,806	\$ 251,639	\$1,162,445
Southern Utah University	\$ 346,762	\$ 95,804	\$ 442,566
Snow College	\$ 202,246	\$ 55,875	\$ 258,121
Dixie State University	\$ 370,424	\$ 102,341	\$ 472,765
Utah Valley University	\$ 953,034	\$ 263,306	\$1,216,340
Salt Lake Community College	\$ 956,220	\$ 264,186	\$1,220,406
Total	\$7,239,000	\$2,000,000	\$9,239,000

UNIVERSITY OF UTAH

\$2,554,101 (27.64%)

Online Education Infrastructure \$950,000 (One-time)

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

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

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

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

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

Student Success and Completion–Advisors & Teaching Assistants \$552,896 (Ongoing)

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

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

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

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

Budgetary Plan – Salaries, Wages & Benefits	\$500,000
Operating Expense	<u>\$ 52,896</u>
Total	\$552,896

Transformative Excellence Program \$651,205 (One-time)

Description –The Transformative Excellence Program (TEP) is a program to recruit and retain faculty in strategic interdisciplinary areas that will enhance our academic and research strengths. These faculty are the key to successful education of future researchers. They also will carry out the discoveries needed for innovation and commercialization. The areas we are focusing on are Society, Water and Climate, Lifespan Health and Wellness, Big Data, Biodiversity, Health Policy and Economics and Biophysics.

Rationale – One-time funds are needed to support the infrastructure for these programs that can include lab supplies and equipment.

Outcomes – This will help position us to recruit and retain faculty, graduate students and undergraduates in these key research and educational areas. These are areas where we anticipate these faculty will be able to obtain additional research grant funding.

Assessment – We will measure the success of this funding by hiring and retaining key faculty in strategic research areas. Increases in grant funding as well as attracting top graduate students will also measure success.

Budgetary Plan – Operating Expense/Equipment \$651,205

Undergraduate Research Opportunity Program (UROP) \$400,000 (One-time)

Description – UROP provides undergraduate students the opportunity to assist with faculty members' research or to carry out a project of his/her own under the supervision of a faculty member. The chance to engage in research as an undergraduate is a unique experience that a research intensive university can offer. This program provides undergraduate students financial assistance for up to two semesters to work on their projects. The program is highly competitive and many worthy students are denied acceptance due to financial constraints. The funding requested would be used to increase the number of students that can be accepted into the program and participated in these engaged learning experiences.

Rationale – UROP is currently assisting less than 4% of our undergraduates. Compared to other members in the PAC12, this is a much smaller number of students than we should be serving. This program provides students experiences that are valued by both graduate schools and employers.

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

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

Budgetary Plan –	Salaries, Wages & Benefits	\$380,000
	Operating Expense	<u>\$ 20,000</u>
	Total	\$400,000

Addressing Bottlenecks in Biology, Chemistry and Life Sciences \$413,953 (Ongoing)

Description – Instruction remains one of the most significant elements of the University's mission. Ongoing funding received through the USHE Performance Initiative will be used to add new full-time faculty and teaching assistants in the Colleges of Science and Natural Resources in order to address instructional needs in high-demand Biology, Chemistry and Life Sciences classes. These classes meet general education breadth and major requirements across numerous University programs.

Rationale – Additional instruction in high demand classes will enhance student access and pathways to completion. Classes taught by these instructors will be offered through a combination of face-to-face, broadcast and on-line delivery methods, leveraging content expertise across the USU system.

Outcomes – Programs received ongoing funds will gain instructional capacity, providing students with enhanced learning options. Students will have more sections of these classes to choose from and therefore, will be able to complete general education and major requirements at the appropriate point in their degree pathways.

Assessment – Number of faculty and teaching assistants hired, number of student credit hours per semester.

Budgetary Plan – Salaries, Wages & Benefits \$ 413,953

Increasing Capacity in High Demand Programs \$330,000 (One-time)

Description – The University has identified two programs (Aviation Technology and Outdoor Product Development and Design) that have student enrollments that exceed the programs' current capacity. Additional faculty, instructors and program staff will be added in these programs, thereby ensuring the high quality of instruction that Utah State University is known for. The educational experience for students in these programs will be enhanced by reducing course and advisement bottlenecks.

Rationale – New faculty and staff positions in high demand areas will enhance student access and pathways to completion. Student learning outcomes will be improved through increased contact with instructors. Once enrollment numbers (and collected tuition) have stabilized, ongoing funding will be designated for these programs.

Outcomes – The Aviation Technology and Outdoor Product Development and Design Programs will add faculty and staff capacity, providing students with enhanced learning experiences. Students will have improved pathways to graduation as well as greater opportunities for out-of-class learning.

Assessment – Number of faculty and program staff hired, number of students enrolled, number of student credit hours per semester.

Budgetary Plan – Salaries, Wages & Benefits \$ 330,000

Addressing Increased Enrollments Due to Returning LDS Missionaries
\$1,168,303 (One-time)

Description – Undergraduate student enrollments at Utah State University have fluctuated over the last few years because of a change in the age at which youth can qualify for an LDS mission. The University is now facing dramatic enrollment increases in first-year and second-year courses as the LDS missionaries begin to return to their college degree program at USU. One-time funding offered through the USHE Performance Initiative is being used to accommodate the increased enrollment in high demand courses and programs offered in the 2015-16 academic year.

Rationale – Increased enrollments in high demand courses have created bottlenecks that must be alleviated in order for students to progress through their college degree programs in a timely manner.

Outcomes – Additional instructors and advisors will be added across the University in order to accommodate the recent enrollment increases. Students will be able to enroll in classes at the appropriate time in their degree pathways, rather than postponing a class because of capped enrollments due to limits on course offerings. The courses schedule in Summer Semester 2016 will also be improved with this funding. Decisions on ongoing funding will be made once the effect of returning LDS missionaries has stabilized.

Assessment – Number of faculty and program staff hired, number of students enrolled, number of student credit hours per semester, number of student credit hours per academic year.

Budgetary Plan – Salaries, Wages & Benefits \$1,168,303

WEBER STATE UNIVERSITY **\$1,162,445 (12.58%)**

Continued Enhancement of Dream Weber \$100,000 (Ongoing)

Description – This plan covers tuition and fees for students with an annual family income of \$40,000 or less, thereby opening access to students who otherwise might not be able to attend college. To participate in Dream Weber, students must register for a full-time load of classes and maintain at least a 2.0 grade point average. These two conditions motivate students toward successful degree completion.

Rationale – Dream Weber already has been successful in opening the doors to a college education for students of limited means. With greater financial backing, we will be able to serve a greater number of these students.

Outcomes – With the addition of \$100K, we will be able to support approximately 90 more students in the Dream Weber Program.

Assessment – We will track the retention and completion of Dream Weber students.

Budgetary Plan – \$ 100,000

Money Management Center/Financial Literacy Program \$15,000 (Ongoing)

Description – Finances and financial knowledge are often a barrier to college completion among first-generation, low income students. The Money Management Center seeks to improve Weber State University students' financial knowledge by educating them about resources and empowering them to analyze their finances and make sound decisions while at Weber State University and into the future.

Rationale – Many students “stop out” because of financial pressures. Supporting the Money Management/Financial Literacy Program, we give students tools to alleviate those pressures and to remain in school.

Outcomes – Students participating in the Money Management Center and Financial Literacy Program will gain financial knowledge leading to better financial planning. By making better financial decisions, hopefully these students will be more likely to persist in college and leave with less debt.

Assessment – The Money Management Center will assess participation, demographics of students served, satisfaction, learning, and persistence.

Budgetary Plan – \$ 15,000

DATC Nursing Expansion \$136,639 (Ongoing)

Description – Continued support of WSU's increased role in staffing and paying for nursing courses at the Davis Applied Technology College.

Rationale – WSU's School of Nursing has, for many years, enjoyed a strong partnership with the Davis Applied Technology College (DATC). Students complete their first year of nursing education at the DATC and then complete their second year through a WSU program offered on the DATC campus. Students completing that second year of education are eligible, if they pass their licensing exam, to obtain registered nurse (RN) credentials. In the past, WSU faculty working on the DATC contract were paid partly by WSU and partly by DATC.

In July 2015, a new contract was signed in which WSU picked up a larger portion of the costs and, in fact, added an additional faculty line. This allows WSU to have greater control of the faculty and the program and support additional students.

Outcomes – The number of students graduating from the DATC program has increased from ~40 students about 10 years ago, to 80 students about five years ago, to 90 students now under the new contract. Students in these programs still must meet all of the eligibility requirements as any student in the WSU School of Nursing. They are the best students in the region and it is rare that they don't complete the program.

Assessment – The success of this new contract will be measured objectively by graduation rates and the number of students who pass the RN licensing exam. In addition, the program is accredited and will remain so. Subjectively, the program undergoes the regular reviews with surveys of both students completing their coursework and alumni.

Budgetary Plan – \$136,639

Access, Retention, and Completion \$910,806 (One-time)

Description – Here we plan to implement a range of initiatives, all of which contribute to access, retention and completion. These initiatives include:

1. Partial funding for construction of the Nurse Practitioner Lab;
2. Enhanced promotion and facilitation of our Early Alert Retention System (for students who, in the eyes of faculty or staff, are struggling and thus, who could benefit from a personal intervention);
3. A Summer Math Bridge Program to prepare a pilot cohort of students for college-level mathematics with the assistance of peer tutors; at present, we are considering a model used at UVU that offers students who have “stopped out” of math for two years or more quick “refresher” courses that then allow them to enroll in the appropriate course;
4. The purchase of compact shelving for the library remodel project;
5. Funding of scholarships to encourage students who are close to graduation to close that gap;
6. Additional instructional wage to provide sections of high-demand General Education courses;
7. Summer 2016 “30-in-3” book rental payment;
8. FAFSA completion workshops and marketing;
9. ADA accommodation services, including closed captioned video content in courses both based on student request and proactive planning, and sign language interpreting in courses as well as other campus educational programs;
10. Operation in FY 16 of the Money Management Center/Financial Literacy Program;
11. Student transition and retention support, including peer mentoring and tutoring for underrepresented students;

Rationale – Each of these initiatives provides support for either at-risk students or for basic needs that will facilitate student access, retention, and completion

1. WSU's Nursing program is bursting at the seams. Graduates are in high demand. A basic educational need for this program is completion of the Nurse Practitioner Lab.

2. Faculty/staff awareness and use of the EARS program is low. Only by engaging in a marketing effort will we be able to inform faculty/staff of the benefits of using this early alert system for students who are struggling.
3. We know the delays in completing the Quantitative Literacy requirement result in low completion rates for students. By providing refresher courses immediately before fall semester, we should be able to build student confidence and success in mathematics.
4. We currently are engaged in an extensive renovation of the library that will make this building more welcoming, open, and user-friendly for students. Finding space for student study areas requires that some of the current book collections be transferred to compact shelving.
5. With a scholarship incentive, many students who are close to graduation will elect to take additional credits to move more quickly to completion.
6. To facilitate the ease of enrolling in General Education courses, we need to be able to offer additional sections.
7. The "30-in-3" program was successful last year in encouraging students to complete at least 30 semester credit hours within 3 semesters.
8. The state of Utah ranks among the lowest in FAFSA completion. By dedicating resources to working with students and families on the FAFSA form, we will encourage university enrollment and appropriate financial stewardship.
9. Requests for ADA accommodations continue to grow each year. It is imperative that we provide resources to students with disabilities in order for them to succeed.
10. Many students "stop out" because of financial pressures. Supporting the Money Management/Financial Literacy Program, we give students tools to alleviate those pressures and to remain in school.
11. Peer mentoring and tutoring are among the most high-impact practices for retaining students who are first generation or from traditionally underrepresented groups.

Outcomes – We anticipate improving retention and completion rates, and providing a better educational experience overall. More specifically:

1. The Nurse Practitioner Lab will be completed and put into use.
2. Number of Early Alert referrals will increase, leading to effective interventions for students who are at risk of failing or dropping out.
3. Students will enroll in math refresher courses and thereby be placed in appropriate for-credit math courses the following semester. Appropriate placement saves time and resources for all.
4. More students will make use of the library.
5. Completion rates will increase as students are incentivized to finish in a timely way.
6. Students will find seats in General Education courses; their expected graduation will not be delayed because of General Education bottlenecks.
7. The "30-in-3" program will lead to increases in completion rates.
8. A higher percentage of students enrolled in Weber State will complete FAFSA applications and receive financial aid than have done so in the past.
9. Weber State will make accommodations for those students who need them, thereby increasing completion rates of this cohort of students.

10. Students will benefit from the use of the Money Management Center and Financial Literacy Program, leading to better financial planning. By making better financial decisions, hopefully these students will be more likely to persist in college and leave with less debt.
11. Peer mentoring and tutoring, especially during students' transition to college and during their first year, will boost retention and completion rates of students from underrepresented groups.

Assessment –

1. Number of students and faculty using the Nurse Practitioner Lab.
2. Number of students referred to the Early Alert Referral Service; number of faculty and staff making such referrals.
3. Number of students in the summer math refresher courses who successfully complete quantitative literacy requirement during the following year.
4. Increases in student study spaces in the library due to additional space opened up as more books move to compact shelving.
5. Number of students who use the completion scholarship to finish degrees.
6. Enrollment in additional sections of General Education courses.
7. Number of students who benefit from the "30-in-3" program
8. Number of students served in FAFSA completion workshops who subsequently receive Pell grants and are eligible for Dream Weber.
9. Number of new courses offering closed captioned video content and number of educational events on campus providing accommodation services.
10. Participation, demographics, satisfaction, learning and persistence of those students using the Money Management Center.
11. Participation, learning outcomes, satisfaction, and retention of students involved in transition programs, tutoring, and peer mentoring.

Budgetary Plan –	Nurse Practitioner Lab	\$250,000
	EARS	\$ 15,000
	Summer Math Bridge	\$ 40,000
	Library Shelving	\$150,000
	Completion Scholarships	\$250,000
	High Demand General Ed Sections	\$ 48,000
	30-in-3 Book Rental Coverage	\$ 30,000
	FAFSA Completion	\$ 15,000
	ADA Accommodation Services	\$ 27,806
	Money Management Center	\$ 15,000
	Student Transition & Retention Support	<u>\$ 70,000</u>
	Total	\$910,806

SOUTHERN STATE UNIVERSITY **\$442,566 (4.79%)**

Predictive Analytics and Proactive Advising \$442,566 (Ongoing & One-time)

Description – Many institutions around the country are beginning to implement technology solutions that use big data and powerful predictive analytics to help universities better focus

their limited resources on those students who need it most. As a result, these institutions are experiencing immediate increases in their retention and completion rates. SUU has contracted with the Education Advisory Board (EAB), the leader in this field, to help us improve our student success efforts.

Rationale – As SUU continues to strive for increased completion rates and stronger student success, we can no longer just sharpen the way we do things and hope for drastically improved results. Universities are seeing great results as they focus their time and energy on the students who are identified by these software packages as being “at-risk” for not persisting or graduating. The time is now for SUU to do something very different, be disruptive in our approach, and shift the way we spend our time if we are going to truly move the needle. SUU seeks the implementation of a predictive analytic tool and proactive advising solution to assist academic advisors and campus student success professionals in better serving our students.

Outcomes – Increased student retention and graduation rates; increased student academic performance; increased use of University resources; increased use of data to drive decision-making.

Assessment – Fall-to-Fall retention rates; 6-year graduation rate; average GPA.

Budgetary Plan – Salaries, Wages & Benefits	\$ 309,834
Operating Expense	<u>\$ 132,732</u>
Total	\$ 442,566

SNOW COLLEGE

\$258,120 (2.79%)

Completion, Efficiency, and Underserved Populations \$258,121 (Ongoing & One-time)

Description and Rationale – Snow College in devoting all of the initiative money to the core components of the funding initiative: completion, efficiency, underserved populations, and funding. We plan on funding the following.

1. Financial Aid Position (\$65,000 salary and benefits). This person will attempt to better reach students who are Pell Grant eligible but who have not applied for Pell funds. This will also take these duties away from academic advisors who can then devote more time to working with students on academic matters (Snow College has followed a model where advisors perform one-stop duties of financial and academic advising). So while this will devote resources to the underserved population concerns, it will also free advisors to work on completion and efficiency matters with students.
2. Professional Development (\$20,000). This will be used to train faculty and staff better to be more adept at transfer, articulation, and completion matters.
3. Peer Mentors (\$30,000 wages, \$15,000 for development of work area, \$3,000 for computers and supplies). A program to hire student peer mentors to contact students and remind them about registration, financial aid, and other important deadlines and to work with students on

knowing which offices and advisors can help with scheduling and advising matters. They will also be trained to help with FAFSA mentoring and questions about registration and degree and certificate completion.

4. Marketing (\$10,000). This is an effort to publish information on financial aid and college completion for our six county service area. We will work with school districts to provide mailings to parents on matters of registration, FAFSA, and financial aid generally, so students are better prepared to attend college at any USHE institution. Students in their junior year in high school will be targeted

5. Math and Science completion (\$15,000). Money to explore ways to better deliver science and math so students can complete earlier than they now do and avoid having to repeat courses, which slows down completion and transfer rates.

6. First-year orientation (\$5,000). Develop a better introduction to academics at Snow College for first-year students, so they better understand what it takes to finish programs on time and to be more efficient in their transfer plans.

7. Reserve for emergencies and needs as we encounter them (\$95,121).

Outcomes – We expect to be able to increase the number of students who are receiving Pell Grants through hiring a full-time financial aid person to focus on this matter. This will help keep students in college and will make it easier to support themselves. Ephraim and Richfield have few employment opportunities for students and being aware of Pell opportunities and accessing Pell money will greatly ease their burdens.

We think the added influence of Peer Mentors and faculty and staff who are better trained to offer consistent and ongoing encouragement of students towards completion and transfer will increase our efficiency and completion rates. Peer mentoring at other institutions has proven to be highly effective. Faculty encouragement will help build student confidence towards completing on time and being prepared to transfer. We also believe a more academically-focused first year orientation program will help students realize the importance of working with faculty and advisers as they attend college.

We realize that one of the largest impediments to students not finishing on time is science and math completion. With more information on math and science options, more tutoring and experimentation with new methodologies, we believe we can raise science and math completion rates.

Marketing college planning and financial aid preparation to juniors will help increase the number of students who come to college having a better knowledge of what it takes to succeed in college, both academically and financially.

Assessment – We gather information regarding student financial aid on a regular basis. We will be able to learn from semester-to-semester, how we are doing in this area. This will help us determine whether our efforts are having a positive impact or if we need to focus resources elsewhere.

Through our institutional research office we are able to determine whether our efforts to increase completion in math and science are successful. We already assess these areas regularly and this data has been used to pilot new programs and compare results across time.

The impact of peer mentoring, faculty and staff training, and orientation reform is more difficult to measure. Much of the information we gather will be anecdotal, but we believe the size of our two campus student populations will allow us to be nimble to adjust to demands and opportunities as they arise.

Assessing our marketing efforts to increase academic preparation and financial preparation will focus on how many students come to college with FAFSA completed, Pell Grant applications turned in, and scheduling completed far in advance of the beginning of the fall semester. We know, from year-to-year, how many students have been approved for Pell Grants and approximately how many likely qualify. We can compare these figures over time. In addition, our registrar's office keeps statistics of how many students are registered and how many hours they are registered for. We can also compare these numbers against future numbers to see if our early preparation efforts are reaping results.

Ultimately, we hope to see that our completion and transfer numbers are improving. We hope to qualify for "safe harbor" designation every year as we forge ahead.

Budgetary Plan – Salaries, Wages & Benefits	\$ 95,000
Professional Development	\$ 20,000
Office/Space Development	\$ 15,000
Operating Expenses	\$ 33,000
Reserve	<u>\$ 95,121</u>
Total	\$258,121

DIXIE STATE UNIVERSITY **\$472,765 (5.12%)**

Student Success and Retention \$370,424 (One-time)

Description – Over the past year, DSU has undertaken a comprehensive strategic planning process. One of the most immediate crucial needs identified within the strategic plan is the enhancement of student success and retention efforts. One-time Performance Funding will provide key resources to implement numerous pilot programs and new initiatives, including the following:

- A structured enrollment program to provide assistance with all aspects of college transition for new students deemed to be "at risk"
- Expanded orientation and advisement programs for all first-year students
- An enhanced Student Success Center (including additional full-time staff and student mentors) to quickly identify and reach out to struggling students

- The Student Success Summit (full-day faculty training held in August 2015) and other initiatives to emphasize the role of faculty in student retention
- Improved coordination and availability of “high impact” learning opportunities, including internships, undergraduate research, study abroad, peer mentoring, and community service

Successful new programs will be transitioned to ongoing funding through implementation of the University’s strategic plan.

Rationale – DSU remains dedicated to its open access mission of providing personalized educational opportunities for students at all levels of academic preparedness. A successful first-year experience is particularly valuable in paving the way for later achievement and eventual degree completion.

Outcomes – Successful implementation of structured enrollment and other student success enhancement programs by Fall 2016.

Assessment – Number of students served by new and enhanced student success programs.

Budgetary Plan – Salaries, Wages & Benefits	\$295,424
Operating Expense	<u>\$ 75,000</u>
Total	\$ 370,424

New Academic Programs \$102,341 (Ongoing)

Description – One of the primary goals outlined in DSU’s recently completed strategic plan is the addition of baccalaureate majors and master’s degree programs over the next five years. Ongoing Performance Funding will assist with the effort to hire the necessary faculty to support these new programs.

The University has established an Academic Program Research Committee to identify areas of need and recommend key programs. Among the committee’s initial findings are potential new programs in health promotion, sociology, bioinformatics, education, earth and environmental science, and entrepreneurship.

Rationale – Although DSU has increased its number of available baccalaureate majors from 5 to 30 over the last ten years, many students are still faced with a choice of either pursuing a non-preferred course of study or transferring to another institution. Demand for new programs will continue to increase in conjunction with anticipated economic and population growth in the Southern Utah region.

Outcomes – Successful addition of new academic programs (including at least one master’s degree) between Fall 2016 and Fall 2020.

Assessment – Number of baccalaureate majors and master’s degrees offered.

Budgetary Plan – Salaries, Wages & Benefits \$102,341

UTAH VALLEY UNIVERSITY \$1,216,340 (13.17%)

Completion Services and Scholarships \$500,000 (One-time)

Description – Expand scholarships and services for students who are part of UVU's IPEDS first-time, full-time bachelor degree seeking (IPEDS) cohorts.

Rationale – UVU has identified students entering as first-time, full-time bachelor-degree seeking (part of IPEDS cohort) and has begun to implement programs and services designed to improve these students completion rates. The Performance Based Funding model adopted by the Regents places 50 percent weight on the graduation rate of first-time, full-time bachelor-degree seeking students. For a variety of reasons, UVU's graduation rate is the lowest in USHE. In order to improve this rate, these additional one-time resources will be targeted toward outreach to cohort students, identification of barriers to graduation, opportunity for scholarships for students who demonstrate need and/or significant progress toward completion, and services to support students who have struggled to complete quantitative literacy requirements.

Outcomes – For cohort members, improve progress toward and completion of graduation requirements in a timelier manner.

Assessment – Increased graduation rate for members of each IPEDS cohort.

<i>Budgetary Plan</i> – Salaries, Wages & Benefits	\$100,000
Operating Expense	<u>\$400,000</u>
Total	\$500,000

Need-based Scholarships \$153,034 (One-time)

Description – Pilot need-based scholarships for first generation students

Rationale – UVU serves many non-traditional students including a significant number of first generation and economically disadvantaged students. Data indicates that 36 percent of UVU's incoming students identify as first generation; a portion of these students are also economically disadvantaged. These two factors may contribute to high attrition and low completion rates. Providing need-based scholarships for first generation students may improve retention and completion rates.

Outcomes – Access to financial aid to improve the retention rate for first-generation, economically disadvantaged students.

Assessment – Improved retention rate for first-generation, economically disadvantaged students.

Budgetary Plan – Operating Expense \$153,034

Virtual Lab Environment \$300,000 (One-time)

Description – UVU is in the process of implementing a computer lab environment for students that is an “anytime, anywhere” solution for the software and computing resources required for their courses.

Rationale – As a commuter campus with significant distance education course delivery, students need access to their instructional software and other computer resources on demand at locations other than campus-based labs.

Outcomes – Through the use of a virtual lab environment, UVU will experience less demand to expand (and perhaps opportunity to reduce) dedicated student and instructional computing labs and students will have access to resources on demand at any location for completing projects and course assignments.

Assessment – Effectiveness will be measured by the satisfaction of students and faculty as well as the ratio of dedicated computing stations/labs per student in programs impacted by the new virtual lab environment.

Budgetary Plan – Operating Expense \$300,000

Academic Advising \$263,306 (Ongoing)

Description – Provide high quality and accessible academic advising services

Rationale – Several years ago, UVU developed and implemented an advising plan to provide students with personalized, seamless, and intentional advising. As part of that plan, UVU established a ratio of 375 students per advisor. In 2012, UVU implemented Structured Enrollment with a personalized path for entering students who are underprepared. One requirement for students on that personalized path is that the student meet regularly with his/her advisor. Data indicate that students on the personalized path are progressing through math and English requirements at higher rates.

Outcomes – Improved access to academic advising services for all students and, in particular, for students on the personalized path.

Assessment – Student to advisor ratio of 375 to 1; continued progress through math and English requirements for students on the personalized path

Budgetary Plan – Salaries, Wages & Benefits \$263,306

Salt Lake Community College **\$1,220,406 (13.21%)**

Math, Science and Technology Resource Center \$184,454

Description - The Math, Science, and Technology Resource Center is the cornerstone of SLCC's strategic efforts to increase gateway math and STEM completion. Performance funding will be used toward remodeling needed space and implementation of the Center programs including tutoring, co-curricular workshops, faculty advising, research on learning best practices, student engagement and assessment for gateway math and STEM student achievement.

Rationale - The Math, Science and Technology Resource Center Initiative will address in an integrated, coordinated and concentrated manner strategies to significantly increase completion in key gateway Mathematics and STEM classes. In addition to implementing research-based best practices the Center will provide ongoing research and assessment of what works best for SLCC students.

Outcomes - The Center will concentrate and coordinate currently scattered resources to improve focus, improve utilization and gain valuable feedback that will accelerate achievement of the overall goal – improving completion rates and reducing time to completion.

Assessment – Funding provided accelerates the completion of this project. Project progress improvement will be assessed along with improvement in student access, improvement of services and student usage.

Budgetary Plan – Operating Expense \$ 184,454

Tutoring & Learning Support \$104,950

Description - This proposal will fund 22 tablets for use by tutors and students, a website redesign aimed at increasing student awareness, initiation of online tutoring services, furnishing and technology for the relocation of tutoring services at the South City Campus, an appreciation program for tutors and supportive academic departments, enhancements to the CRLA tutor certification classes, and miscellaneous resources and supplies for the Taylorsville and Jordan Tutoring & Learning Centers.

Rationale - The Tutoring & Learning Centers provide developmental and general education tutoring on a walk-in basis and by instructor referral. During the 2014-15 school year, nearly 24,000 hours of tutoring was provided to 3,794 students. Because of its importance to student success and completion, some additional enhancements are needed.

Outcomes - The two primary outcomes for this project are increased student traffic, as measured by individuals served and tutoring hours delivered, and increased benefit to students served, as measured by student satisfaction and performance in courses.

Assessment - Student traffic will be measured using TutorTrac, a system that tracks all tutoring activity by logging student and tutor sign-ins, and a variety of surveys such as exit surveys and surveys of participating department faculty. A full description of the assessments to be used can be found in the accompanying full proposal.

Budgetary Plan – Operating Expense \$ 104,950

Instructional Site Support \$171,322

Description – SLCC has identified the need to hire three site support specialists in order to meet the demand for student access at the newly opened West Valley Center campus. These specialists are: a veterans’ specialist; student services specialist, and IT desktop support positions. The veterans’ position will provide outreach to 3 satellite campuses.

The student services specialist serves as a generalist by providing admission and enrollment information/issues, student support services and student involvement opportunities. The specialist acts as a liaison with departments and programs on campus.

The desktop support specialists provide technology support for faculty, staff, and students. This allows for more rapid responses to technological issues that might arise.

Rationale – The rationale for these positions is a response to need and demand. There is an increased number of Veterans attending class at our many satellite campuses and we need to provide outreach support services. This veterans’ specialist will rotate between the campuses with higher number of veterans in attendance.

The student services specialists help provide guidance and support to SLCC’s students at the new West Valley Center. Interactions that students have with faculty and staff during this time period are critical. An investment in full-time staff should yield many benefits in the future, in terms of college operations and its completion agenda

IT support is needed to help strengthen institutional support and address end user technology issues in a quicker fashion. This will ultimately make people more productive and allow students continuity in technological services.

Outcomes – All positions have been filled. The veteran’s specialist hours have been set so that students can know when and how to access assistance. With the addition of a student services specialist and IT support we expect to see increased enrollments at the West Valley Center with an increase in student satisfaction as demonstrated through the annual Campus Needs Assessment. We also expect to see increased retention and completion rates.

Assessment – The number of students attending the new West Valley Center will be tracked as well as reviewing completion and retention rates. Utilize the Campus Needs Assessment to determine student satisfaction. IT needs are tracked through the OIT Helpdesk Ticketing System to log all support calls. IT will be able to track resolution time with daily issues.

Budgetary Plan – Salaries, Wages & Benefits	\$ 169,822
Operating Expense	<u>\$ 1,500</u>
Total	\$ 171,322

Universal Access Coordinator \$80,100

Description - This position coordinates and leads the implementation of college-wide

initiatives that support universal design and access for people with disabilities.

Rationale - The rationale of this project is to build SLCC's awareness of how people with disabilities access all environments and build the capacity of the College to be more inclusive for people with disabilities by promoting principles of universal design. The Coordinator of Universal Access Initiatives is essential in helping the College become more open and inclusive for students, faculty, and staff with disabilities. In collaboration with the Universal Access Committee, the proposed Coordinator will lead college-wide discussions and will help College leadership identify and address accessibility barriers within their divisions or departments. The Coordinator will also engage faculty and staff in conversations about reframing the way we think about disability from an individual problem requiring accommodations to an environmental issue integral in creating an inclusive community. The Coordinator will also help assess existing EIT for accessibility and will address identified barriers. This position will strengthen the College's capacity to meet not only federal regulations, but also our newly implemented ADA Policy.

Outcomes of this position include - Consultation, coaching and guidance to faculty and staff concerning best practices and standards for accessibility and universal design—especially in electronic environments. Establishing college-wide resources that support accessibility. Support departments and programs with the assessment and development of accessible electronic and information technology (EIT) resources. Implement training programs/tutorials and provide universal design support for faculty, staff and administrators.

Assessment - At the end of year two, a post-test of the Universal access capacity/attitudinal survey will be completed to determine effectiveness of implemented changes. We should see an increase in awareness and an understanding of resources available to help with accessibility. Universal access standards developed and trainings offered to both faculty and staff. Evaluations of workshops will be assessed to determine effectiveness in addressing attitudinal and other barriers to accessibility. In partnership with the Coordinator of Universal Access Initiatives, each division will be able to demonstrate the accessibility barriers that have been addressed within their areas of responsibility demonstrating progress in implementing universal design principles in all areas of the College.

Budgetary Plan – Salaries, Wages & Benefits \$ 80,100

Admissions Director \$15,000

Description – In the spring of 2015 a college-wide work group recommended that Salt Lake Community develop an Admissions Office to channel new students through designed and purposeful doorways to the College, to improve the ability to introduce academic programs to prospective students, to become the clear face of the College in all efforts for recruitment, to relieve pressure of new student entry on other Student Affairs departments, and to better position the College to compete in the Utah higher education market. A new position, Director of Admissions, was established to lead the planning and development of the Admissions Office and to implement a comprehensive strategy for the College's recruitment initiatives. A portion of the Director's salary is being paid with performance based funding.

Rationale – As the college-wide work group studied the current intake process at SLCC, it came to a consensus on concerns regarding the intake process. SLCC prospective students experience an uneven dissemination of information to students and the College generally has a lack of knowledge of the students' intent. This is because the College is not structured in a way for employees to have substantive conversation with an applicant before admission. Our research showed that the students with the highest satisfaction level (85%) were those who had direct contact with a college recruiter. Unfortunately, only 10% of our entering prospects have contact with a college recruiter. With the establishment of an Admissions Office, staffed with well-trained college recruiters, we anticipate that more prospective students will make meaningful connections with the College and improve their chances of success.

Outcomes – The goal is to ensure Salt Lake Community College enrollment objectives are met and/or exceeded.

Assessment – The Director of Admissions will establish enrollment targets by service area sectors and by student type and will extract data from our online application for admission and our customer relationship management system to determine if the College is on target to meet or exceed enrollment goals.

Budgetary Plan – Salaries, Wages & Benefits \$15,000

Math Incentive Program \$235,000

Description – Students will receive a financial incentive for taking math in their first year at SLCC under the following conditions:

- 1 Students must enroll in the appropriate math class during their first year at the college.
- 2 Students must earn the required grade to move on to the next math class.
- 3 The following semester, the student must enroll in the next course in their math sequence until they complete the Quantitative Literacy requirement for their program of study.

Students completing developmental math will receive \$100 per class, those completing math 1010 will receive \$200, and those completing their quantitative literacy requirement will receive \$300 posted against their student account.

Rationale – A significant predictor of college success is when students meet the general education math requirement (also known as quantitative literacy, or QL) by the end of their first year of college, even if remediation is required. Students who enroll in ANY math course their first year in college, who haven't already met the QL requirement, are three times more likely to meet their general math requirement (QL) than those who do not take math their first year.

Outcomes – Currently less than half of new students at Salt Lake Community College take math during their first year of college. Additionally, for those students who do take math only 60 percent enroll in the next sequential math course the following semester. Our goal is to raise sequential enrollment in the next math course from 60 to 80 percent.

Assessment – Institutional Research is monitoring students' academic progress in math. We are comparing Fall 2015 cohort students math enrollment data, course completion data, sequential enrollment data and QL completion data to Fall 2012 cohort data to determine if the financial incentive improves math completion rates.

Budgetary Plan – Operating Expense \$235,000

FAFSA Completion Enhancement \$62,500

Description – Salt Lake Community College is hiring two part-time College Funding Outreach Advisors to assist the Director of School Relations and other College staff members with outreach efforts to education the community and potential college students on how to pay for college by accessing Federal financial aid, institutional aid and scholarships as a funding source. The advisors will target first-generation, underrepresented, low-income prospective college students and their families. Advisors will offer workshops and coaching sessions on understanding Federal financial aid, financial college planning, and scholarship opportunities. Advisors will collaborate with internal college partners, community agencies, UHEA, and K-12 schools to promote workshops on paying for college.

Rationale – Utah has the lowest FAFSA completion rates in the nation. As an example, four key feeder high schools for Salt Lake Community College have FAFSA completion rates as low as 25%. Meaning only 25% of their graduating high school seniors complete the FAFSA. Additionally, according to 2013-14 Salt Lake Community College Non-Returning Student Survey results, 18.3% of non-returning students left for financial reasons. Our goal is to ensure that students are not missing out on financial aid that they are eligible for.

Outcomes – Our goal is to raise the FAFSA completion rates at our feeder high schools to 40%.

Assessment – Our high school partners receive FAFSA completion rates for their high school seniors from the U.S. Department of Education. The high school partners are willing to share that data with us. We will compare 2015/16 academic year data with 2013/14 academic year data.

Budgetary Plan – Salaries, Wages & Benefits	\$52,500
Operating Expense	<u>\$10,000</u>
Total	\$62,500

Access U Graduate Assistant \$7,500

Description – Access U is a dual admissions agreement that will help selected Salt Lake Community College students prepare for transfer to the University of Utah and provides these students with a supportive and inspiring platform for success in moving toward graduation with a bachelor's degree. Access U students are guaranteed admission to the University of Utah upon meeting qualifications and earning an associate degree from SLCC. While at SLCC students participate in a small cohort experience that includes a First Year Experience

seminar. A University of Utah graduate assistant team teaches the seminar with a full-time First Year Experience Advisor and assists with case management of the students.

Rationale – The goal of Access U is to create a seamless and successful transition from SLCC to the University of Utah.

Outcomes – Student are required to be full-time students and must maintain at least a 2.6 GPA. Students will declare a major while at Salt Lake Community College by the time they accumulate 30 credit hours, reducing the number of students who transfer to the University undecided.

Assessment – The assessment team is being led by a University of Utah professor and includes members from both SLCC and the University of Utah. The assessment team is looking at both qualitative and quantitative data and tracking student progress. The goal is for students to graduate efficiently from SLCC with an associate’s degree and the university with a bachelor’s degree.

Budgetary Plan – Salaries, Wages & Benefits \$7,500

School of Business Part-Time Advisors \$52,500

Description – Salt Lake Community College continues to design and offer a variety of short training programs that result in Certificates of Completion (30-33 credits; 900+ clock hours) and Certificates of Proficiency (16-29 credits; 600-899 clock hours) in an effort to meet workforce training needs and Utah’s Higher Education 2020 goals. The School of Business at SLCC, with the endorsement of the Utah State Board of Regents, has modularized their existing curricula into stackable certificates of proficiency that can be combined to satisfy the requirements of a degree.

The goal of the initiative is to increase the number of certificates of proficiency that are awarded to students as they progress to their associate’s degree in either business or computer sciences and information systems. Part-time advisors will be hired to conduct degree audits on students with declared majors in business or computer sciences and information systems. They will contact students that have completed embedded certificates and award the certificates and advise the students as to what additional courses they need to complete to earn additional embedded certificates and to meet with them to solidify their degree plans.

Rationale – This approach comes from two different sources. First, there is a significant body of research indicating that students (especially adult students) are more likely to persist and complete a degree program if there are clear milestones associated with awards and credentials along the way; they tend to lose momentum if there are no such milestones. Second, working students can often secure pay increases, promotions, and/or tuition benefits as they complete recognized credentials and demonstrate progress to their employers. Certificates in the School of Business have been developed as components of a broader degree plan that students are pursuing (“embedded” certificates). Completing an embedded

certificate results in the completion of a credential that is recorded on the transcript, and reported as a completion to relevant state and federal agencies.

Outcomes – The goal of the initiative is to increase the number of certificates of proficiency that are awarded to students as they progress to their associate’s degree in either business or computer sciences and information systems.

Assessment – We will compare the number of certificates and degrees awarded during the 2014 –15 academic year to those awarded during the 2015 – 16 academic year.

Budgetary Plan – Salaries, Wages & Benefits \$52,500

Program Review Process and Coordination \$67,080

Description - A part-time position will be hired to implement and coordinate a program review process for (non-instructional) programs and services across the college.

Rationale - A concern was raised by NWCCU, our regional accreditor, that SLCC should implement systematic review of programs and services across the college to ensure quality and alignment with college mission. A review process has been developed that will involve department self-assessment and peer input by a team of external and internal reviewers. To implement this review process SLCC needs a part-time person to coordinate peer review teams and visits and facilitate department self-studies. We estimate expenses of conducting 6 reviews per year including coordinator hourly wages to be \$67,080.

Outcomes - Program and service reviews will be done across all divisions of the College on a five-year cycle. Programs and services will improve in efficiency, quality, customer satisfaction, and alignment with SLCC mission. College process and systems that depend on cross-department functional integration will improve and strengthen the student experience.

Assessment - The part-time coordinator will be hired to begin January 2016. Initial program reviews employing the new process will be done spring term 2016. All programs and services identified by VPs for review will be implemented by 2021. Process and service changes identified through program reviews will be considered by Cabinet and resources will be directed accordingly. Improvements in services and programs will be assessed through efficiencies, student feedback, employee input and evaluation by senior leadership.

Budgetary Plan - Salaries, wages & benefits:	\$30,000
Operating Expense:	<u>\$37,080</u>
Total	\$67,080

Best Practice Site Visits \$40,000

Description - Strategically identified areas that are critical to mission advancement have been identified and small teams of SLCC personnel will visit and learn from sister institutions identified as having exemplary practices/programs in these areas.

Rationale - At SLCC we are embarking on a new strategic planning process and part of this work entails “learning from the best” to see what is possible. We are using best practice site visits as a component of our environmental scans to inform strategic and operational planning.

Outcomes - Gaining insight and implementable practices to strengthen our work in strategically aligned areas that build institutional capacity to innovate and advance our mission.

Assessment - Observed impact of initiatives and improved practices that are related to our student access and success, transfer and workforce core mission areas.

Budgetary Plan - Operating expense: \$40,000

Enrollment Marketing Strategies \$200,000

Description – The Fall enrollment campaign (8-week schedule), 2016 Spring enrollment campaign and 2016 Summer enrollment campaign will be crafted to educate and inform target audiences of SLCC courses, semester start dates, and registration deadlines. The campaign will focus primarily on audiences including high school, college-age adult students and selected market segments including outreach to underserved populations and returning LDS missionaries. The campaign will include selected media buys across several messaging channels including television, radio, outdoor and digital. Target audiences will also be reached through social media, email messaging and outbound calling.

Rationale – In order to meet Governor Herbert's 2020 goal of 60% of adults having college training and education, outreach to students who may not have considered college as a pathway is necessary. The campaigns are an integrated part of SLCC's enrollment management strategy to reach new students, high school students, adult learners, and employed Utahns who need more training and education to advance in their careers.

Outcomes – Increase enrollment in targeted populations including first generation college students, adult students, students who have applied but not registered at the College, returning LDS missionaries, and Salt Lake County's Hispanic college-age population.

Assessment – Campaigns will be measured by enrollment data captured during the enrollment management process. Additionally, metrics from the media buys will be monitored to gauge the frequency and reach of the messaging.

Budgetary Plan – Operating Expense: \$ 200,000

November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: 2015-2016 USHE Research Universities Graduate Program Support

Background

Research I Graduate Program Support funding assists the University of Utah and Utah State University's specific mission for doctoral and professional level programs. These advanced levels of education and training are critical to maintain the quality of instruction, build Utah's economy through advanced skills that attract higher wages, and promote innovation among Utah's workforce. Of the \$10M requested during the 2015 legislative session \$4M was appropriated. In keeping with the same 60/40 ratio, the University of Utah received \$2.4M and Utah State University received \$1.6M. Each campus has now submitted revised detailed initiative descriptions, assessment, and budgetary plan for implementation during fiscal year 2015-16.

Issue

Request to revise Research Universities Graduate Program Support Initiatives from \$10M to \$4M.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revised 2015-2016 Research Universities Graduate Program Support initiatives.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS
Attachment

UTAH SYSTEM OF HIGHER EDUCATION 2015-2016 OPERATING BUDGET REQUEST

Research Universities Graduate Program Support Original \$10,000,000 Revised: \$4,000,000

By statute, Utah has two research universities: the University of Utah, which is the flagship institution of the USHE, and Utah State University, the state's land-grant institution. By mission each has a responsibility for graduate programs including at the doctoral and professional level. These advanced levels of education and training are critical to maintain the quality of instruction at the USHE institutions, build Utah's economy through advanced skills that attract higher wages, and promote innovation among Utah's workforce.

UNIVERSITY OF UTAH

Original: \$6,000,000 Revised: \$2,400,000

Research Excellence

- Original: \$3,000,000 Revised \$1,400,000
- Reduced salaries, wages, & benefits by \$1,600,000

Graduate Program Expansion and Support

- Original: \$1,000,000 Revised \$800,000
- Reduced salaries, wages, & benefits by \$200,000

Professional Graduate Program Support

- Original: \$1,000,000 Revised \$200,000
- Reduced salaries, wages, & benefits by \$600,000
- Eliminated operating expenses by \$200,000

Research Information and Databases - Library

- Original: \$500,000 Revised \$0
- Eliminated operating expenses by \$500,000

Research Systems Support – Core Facilities

- Original: \$500,000 Revised \$0
- Eliminated operating expenses by \$500,000

UTAH STATE UNIVERSITY

Original: \$4,000,000 Revised: \$1,600,000

Graduate Program Support

- Original: \$4,000,000 Revised \$1,600,000
- Reduced salaries, wages, & benefits by \$2,050,000
- Reduced operating expenses by \$350,000

UNIVERSITY OF UTAH

\$2,400,000 (60%)

Research Excellence \$1,400,000

Description – Funding will be used to recruit and retain faculty in departments where we have strategic PhD/Research programs. As Utah's only university currently classified as a very high research institute, it is important that we not only maintain the quality of our research faculty and education program as compared to peer institutions, but that we strive to increase our

prestige and research funding. To accomplish this, we must recruit and be able to retain top faculty in strategic research areas. The Transformative Excellence Program (TEP) allows us to build strength in strategic interdisciplinary areas that will enhance our preeminence. These faculty are the key to successful education of future researchers and faculty who will carry out the discoveries needed for innovation and commercialization. The areas we are focusing on are Society, Water and Climate, Lifespan Health and Wellness, Big Data, Biodiversity, Health Policy and Economics and Biophysics.

Assessment – We will measure the success of this funding by hiring and retaining key faculty in strategic research areas. Increases in grant funding as well as attracting top graduate students will also measure success.

Budgetary Plan – Salaries, Wages & Benefits	\$ 1,200,000
Operating Expense	<u>\$ 200,000</u>
Total	\$ 1,400,000

Graduate Program Expansion and Support \$800,000

Description – As a research institution, the U's mission includes educating future faculty. Top graduate students in Ph.D. programs receive graduate stipends as part of their participation in Ph.D. education. The resources to fund these stipends have not kept pace with amounts needed to match the national average for Ph.D. students. This leaves us at a disadvantage for recruiting the caliber of graduate students we need both to maintain the prestige of our programs and to retain quality faculty. We need to be able to recruit talented students and expand student recruitment in key areas, such as STEM, to meet needs of the workforce including the next generation of STEM faculty. The additional graduate students in key areas will also help us to be able to increase the support for undergraduate students as these graduate students fulfill the teaching part of their training. We will be able to reduce the size of students sections in areas such as chemistry and biology as well as expand successful math programs such as match for engineers.

Assessment – Success will be measured by our ability to recruit top student talent for key Ph.D. programs as well as student graduation and job placement.

Budgetary Plan – Salaries, Wages & Benefits	\$ 800,000
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Professional Graduate Program Support \$200,000

Description – The University of Utah educates many of the students who receive advanced professional graduate degrees which are in high demand by Utah businesses and industries. To ensure that the demand is met, additional faculty are being added in areas such as nursing, pharmacy, other health science fields, and Earth Sciences.

Assessment – Success will be measured by hiring and retaining key faculty in these areas and the increased number of qualified students who can be recruited and successfully graduated in these strategic, high demand professional fields.

Budgetary Plan – Salaries, Wages & Benefits \$ 200,000

UTAH STATE UNIVERSITY

\$1,600,000 (40%)

Graduate Program Support \$1,600,000

Description – Any funding ear-marked for graduate programs presents a tremendous opportunity for the university to strengthen its academic graduate offerings and opportunities for students throughout the university’s family of programs. Departments that offer graduate programs continually strive for excellence. \$725,000 of these funds will provide graduate students with expanded opportunities, will provide assistantships, and will alleviate some of the struggles some programs have had with accreditation standards. The university used these funds in FY16 to support 21 new assistantships, spread across five colleges. The assistantships funded 13 PhD and 8 MS students working on 13 different projects including projects in Aerospace, System-on-chip Security, and Communicate Disorders.

\$725,000 was used under the direction of the Provost’s Office to cluster higher faculty members in critical areas to allow the university to be responsive to training and industry needs. The funding was used to support 6 faculty lines. Four of the faculty hires were part of the cluster hire in water research in the College of Science, College of Natural Resources, and the College of Agriculture and Applied Sciences. Additionally, these funds will support a new faculty position in Neuroscience and a position in Nutrition and gut microbiota and health. Finally, \$150,000 was used to support the library in new opportunities for subscriptions.

Outcomes – The University has identified several programs that need investment of faculty positions. These positions provide instruction as well as research in some cases. Some departments have instructional shortages because of increasing student enrollments; new faculty and instructors can be assigned courses and laboratory instruction that reduce bottlenecks. Other departments have expanded programs that enhance the land-grant mission of the institution; new faculty will bring additional visibility and vitality to these programs. The potential for return-on-investment for the state is high.

Many of the faculty targeted will bring existing research programs and projects with them. These programs generally include graduate research assistantships. This will be in immediate benefit of these funds. Programs receiving new positions will gain faculty capacity, providing students with new or enhanced learning possibilities. Students will have improved pathways to graduation as well as greater opportunities for out-of-class experiences.

Assessment – Number of faculty hired, student credit hour reports, completion rate, time to completion, assistantships, student productivity (peer-reviewed publications and juried performances and exhibitions), qualifications of incoming students.

<i>Budgetary Plan</i> – Salaries, Wages & Benefits	\$ 1,450,000
Operating Expenses	\$ <u>150,000</u>
Total	\$ 1,600,000

November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Space Dynamics Laboratory Phase II Facility (Non-state Funded Capital Development Project) & Accompanying Revenue Bond Authorization Request

Issue

Utah State University (USU) requests authorization to construct a \$12 million, 37,500 square foot, non-state funded facility as Phase II of the Space Dynamics Laboratory. USU also seeks approval to request bonding authorization of the Utah State Legislature. The facility will be located at the Innovation Campus in Logan, Utah to house the C4ISR Systems Division.

Background

The Space Dynamics Laboratory Phase II will provide an additional 37,500 square feet for the growing C4ISR division in conjunction with the Phase I project (for which bonds were recently issued in September 2015). The C4ISR develops advanced intelligence, surveillance, and reconnaissance (ISR) technologies to support various control, communications, and computer system needs (C4). These technologies are in heavy demand by industry, the science community, the military and that demand has exceeded the capacity of current leased facilities. This request will provide offices, laboratories, and conference rooms needed to meet program needs and growth. Utility and site work were included in the Phase I project and construction of both Phase I and Phase II are expected to occur together if this project is approved.

USU requests approval of Phase II of the Space Dynamics Laboratory in order to obtain legislative authorization to bond for up to \$12 million for the construction costs of the project. The bonds will be issued as part of the USU Research Revenue Bond System that is funded with reimbursed overhead from research programs. If approved by the Legislature, the final financing arrangements for this Phase II project will be brought back to the Regents for approval. No state appropriated funding for ongoing operation and maintenance (O&M) or capital improvements will be requested.

Additional details regarding this project may be found in the attached letter and site plan from the University. Representatives from the University will be at the meeting to address questions from the Regents.

Commissioner's Recommendation

The Commissioner recommends that the Regents, after careful consideration of the merits of the project, approve the University's request for Phase II of the Space Dynamics Laboratory facility including authorization to request legislative authority to bond.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/RPA
Attachment

October 21, 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

Subject: Phase 2 of the Space Dynamics Laboratory Facility

Dear Commissioner Buhler:

Utah State University requests approval to construct phase 2 of the Space Dynamics Laboratory (SDL) facility, a non-state funded project, located at the Innovation Campus in Logan, Utah to house the C4ISR Systems Division that develops advanced intelligence, surveillance, and reconnaissance "ISR" technologies to support a wide variety of command, control, communications, and computer "C4" system needs.

The C4ISR division's existing facilities have reached maximum capacity and are limiting new growth. Currently C4ISR is housed in four separate buildings on the Innovation Campus. Three of the four buildings are being leased and are not sufficient to meet all of the program needs. This new facility will bring the C4ISR division back together and eliminate the need to lease additional space that may require extensive building modifications.

In September 2015, \$18 million of bonds were issued to begin construction on phase 1 which includes 46,500 gross square feet of new space. Phase 2 of the new facility will add additional space up to a maximum of 37,500 gross square feet with a total cost not to exceed \$12 million. Phase 2 will include offices, electronics and computer testing laboratories, computer server rooms, conference rooms, and a marketing board room. No funds will be requested from the State for operations and maintenance. Phase 2 will be funded with proceeds from bonds issued under Utah State University's existing Research Revenue System.

We appreciate your support and ask that you present this item to the Board of Regents for approval during the November 13, 2015 meeting. This request will receive Board of Trustees approval on October 30, 2015.

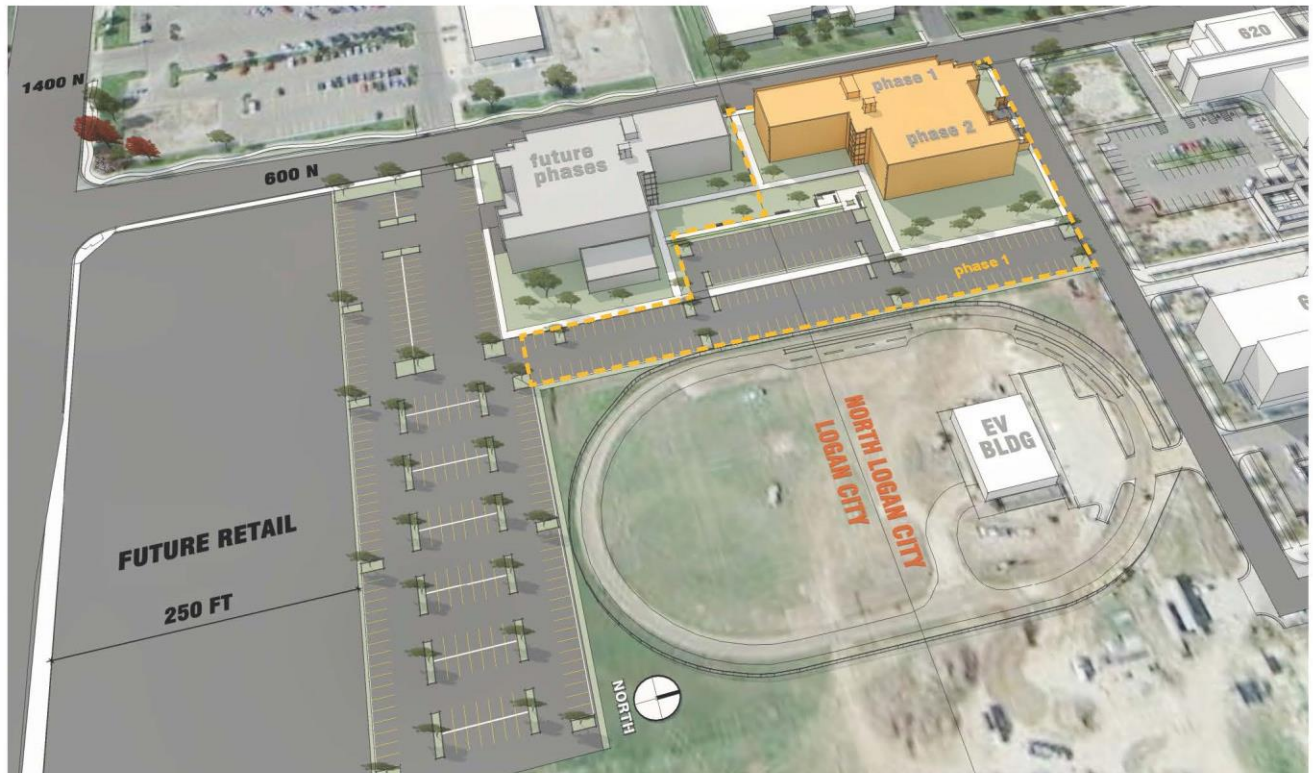
Sincerely,



David T. Cowley
Vice President for
Business and Finance

C: Gregory L. Stauffer, Associate Commissioner for Planning, Finance, & Facilities
Rich Amon, Assistant Commissioner for Business Operations
Stan Albrecht, President
Charles Darnell, Associate Vice President for Facilities

**ONE BUILDING SCHEME
MASTER PLAN**



C4ISR Site at the USU Innovation Campus. Image courtesy CRSA Architects

**OPTION B
VIEW FROM SW**



4



November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Acquisition of Property and Accompanying Revenue Bond Authorization Request

Issue

Utah State University (USU) requests authorization to purchase a 2.5 acre property with three student apartment buildings and a 2.5 acre ground lease for \$20 million. USU also seeks approval to request bonding authorization of the Utah State Legislature. The facilities are located at 1111 North 800 East in Logan, Utah.

Background

The 2.5 acre property includes three apartment buildings with 146,697 gross square feet in 92 units with 255 beds. The property owner negotiated a long-term ground lease with the University for an additional 2.5 acres owned by the University adjacent to the property. As part of that lease the University was given the right of first refusal for the property, which recently became available. USU requests authorization to purchase this property and the ground lease interest which includes an access and utility easement. The appraised value for the property is \$19.2 million and the appraised value of the ground lease interest is \$1.36 million.

USU requests approval to acquire the property and to obtain legislative authorization to bond for the \$20 million needed to purchase the property. The bonds will be issued as part of the USU Housing Revenue Bond System and will be deceased with rental income. If approved by the Legislature, the final financing arrangements for the bond will be brought back to the Regents for approval. No state appropriated funding for ongoing operation and maintenance (O&M) or capital improvements will be requested.

Additional details regarding this project may be found in the attached letter from the University and an executive summary of the property appraisal. Representatives from the University will be at the meeting to address questions from the Regents.

Commissioner's Recommendation

The Commissioner recommends that the Regents, after careful consideration of the merits of the project, approve the University's request to acquire property at 1111 North 800 East in Logan, Utah including authorization to request legislative authority to bond.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/RPA
Attachment

October 20, 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

Subject: Property Acquisition

Dear Commissioner Buhler:

Utah State University (USU) desires to exercise its option to purchase a parcel of developed commercial land that includes three buildings located at 1111 North 800 East, Logan Utah. The buildings together include 92 student apartment units with 255 beds and a modest amount of commercial space currently used for restaurants.

Both parties have obtained independent appraisals and have tentatively agreed upon a purchase price at fair market value. The purchase will be funded using bonds issued under the housing revenue bond system.

USU Facilities has inspected and evaluated the overall condition of the buildings including internal systems, roof, structure, etc. and found them to be in good condition.

We appreciate your support and ask that you present this item to the Board of Regents for approval during the November 13, 2015 meeting. This request will receive Board of Trustees approval on October 30, 2015.

Sincerely,



David T. Cowley
Vice President for
Business and Finance

C: Gregory L. Stauffer, Associate Commissioner for Planning, Finance, & Facilities
Rich Amon, Assistant Commissioner for Business Operations
Stan Albrecht, President
Charles Darnell, Associate Vice President for Facilities

Executive Summary

Property Name	Blue Square At Utah State	
Location	1111 North 800 East, Logan, Cache County, Utah 84341	
Highest and Best Use		
As If Vacant	Student Apartment	
As Improved	Student Apartment	
Property Rights Appraised	Fee Simple	
Date of Report	July 6, 2015	
Date of Inspection	February 3, 2015	
Estimated Exposure Time	6 Months	
Estimated Marketing Time	6 Months	
Land Area (Improved)	2.57 AC	111,949 SF
Ground Leased Land Area	2.50 AC	108,900 SF
Easement Land Area	1.05 AC	45,738 SF
Improvements		
Property Type	Apartment	(Multi-family Student Housing)
Number of Buildings	3	
Number of Stories	4	
Gross Building Area	146,697 SF	
Net Rentable Area - Residential	101,410 SF	
Net Rentable Area - Retail	5,775 SF	
Number of Units	92	
Number of Bedrooms	223	
Number of Beds	255	
Average Unit Size	1,102 SF	
Average Bedroom Size	455 SF	
Year Built	2012-2013	
Condition	Excellent	
Buyer Profile	Utah State University	
Financial Indicators		
Current Occupancy	98.8%	
Stabilized Occupancy and Credit Loss	95.0%	
Overall Capitalization Rate	5.90%	
Pro Forma Operating Data	Total	Per Bed
Effective Gross Income	\$1,905,908	\$7,474
Operating Expenses	\$565,269	\$2,217
Expense Ratio	29.66%	
Net Operating Income	\$1,340,639	\$5,257

VALUATION		Total	Per Bedroom
Ground Lease Land Value		\$2,700,000	\$10,900
Market Value As Is On	February 3, 2015	Total	Per Bed
Sales Comparison Approach		\$19,300,000	\$75,686
Income Capitalization Approach		\$19,200,000	\$75,294
Insurable Value		\$13,600,000	\$53,333
CONCLUDED MARKET VALUE			
Appraisal Premise	Interest Appraised	Date of Value	Value
As Is	Fee Simple	February 3, 2015	\$19,200,000
As Is Ground Lease	Leasehold Interest	February 3, 2015	\$1,360,000
Compiled by CBRE			

STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS

Strengths/ Opportunities

- The subject is 98.8% leased for the current school year.
- The subject is 100% pre-leased for the summer months with a waiting list.
- The subject is 47% pre-leased for the 2015-2016 school year.
- The subject offers private bathrooms for each bedroom.
- The subject's interior finish is well above average for student housing.
- The subject is the newest student housing project in the neighborhood.
- The subject is adjacent to the USU campus boundaries.

Weaknesses/ Threats

- The subject's rent levels are among the highest in the area.
- There are two new student housing projects currently under construction (Aggie Factory and Independence).
- The subject's location on the northwest edge of campus is well away from the student union building and main core of campus classes.

EXTRAORDINARY ASSUMPTIONS

An extraordinary assumption is defined as "an assumption directly related to a specific assignment, as of the effective date of the assignment results, which if found to be false, could alter the appraiser's opinions or conclusions."¹

- The rent roll and on-site manager reported a total of 92 units while the owners indicated 93 units. No support has been provided for the 93 units; therefore we have relied on the information provided in the rent roll of 92 total units, 223 bedrooms, and 255 total beds.
- The gross square footage was taken from a "cost segmentation" report provided by the owners. We have not been able to verify the gross square footage but have relied on the information provided.
- The Cache County Records reflect a small section of land between the subject site and the ground lease land that is owned by Logan City on which a portion of the subject's parking is

¹ The Appraisal Foundation, USPAP, 2014-2015 ed., U-3.

located. The subject's owners have reported that this section of land was annexed to Utah State University and is now part of the ground lease land.

- It is an extraordinary assumption of this report that the subject is legally conforming as to parking.
- The subject was inspected on February 3rd 2015. It is an extraordinary assumptions that as of the report date the subject is in the same condition as it was at the time of inspection and that all reported financial and rent roll information is consistent as previously reported as well.

If subsequent information is provided contrary to the assumptions made we reserve the right to make the appropriate changes to our value conclusions herein.

The use of extraordinary assumptions may have an effect on the value conclusions.

HYPOTHETICAL CONDITIONS

A hypothetical condition is defined as "a condition, directly related to a specific assignment, which is contrary to what is known by the appraiser to exist on the effective date of the assignment results, but is used for the purposes of analysis." ²

- None noted

² The Appraisal Foundation, *USPAP*, 2014-2015 ed., U-3.

November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah Rice-Eccles Stadium Video Scoreboard Replacement

Issue

The University of Utah is requesting authorization to proceed with a project to replace the existing video scoreboard in Rice-Eccles Stadium.

Background

The proposal is to replace the existing 10-year old video board that has exceeded its useful life. The estimated project cost is \$13.5 million consisting of \$8.6 million for the video scoreboard and related structure and \$4.9 million for a distributed sound system. Capital funding and any future O&M funding needs will be provided from Department of Athletics and Auxiliary Services funds.

Additional information is provided in the attached letter from the University and related attachments. University representatives will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize the University to present this project proposal to the Utah State Building Board for final approval.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachments

October 23, 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 – Video Board

This proposed project will upgrade the existing video board at the south end of the Rice-Eccles Stadium. The new video-board is estimated to have overall dimensions of 89' tall X 118' wide. The current board is 10 years old and has exceeded its useful life. Replacement will improve the efficiency and reliability, keeping up with latest technologies, and will allow better visibility and operational enhancements.

Of most importance, the enhanced video board will contribute greatly to the positive fan experience at Rice-Eccles Stadium events. All structural upgrades necessary for its construction and installation will be included, and the current sound system will be replaced with a distributed sound system. This system will help contain the sound within the stadium creating a better listening environment for those attending events. It will also reduce the noise disturbance to the surrounding community.

The proposed total project budget is estimated at \$13,500,000 and will be funded by Department of Athletics and Auxiliary Service funds.

Approval is requested to authorize the University to design, bid, and award a construction contract to complete this project.

This project is contingent upon Trustee approval prior to the Board of Regents meeting. We respectfully seek your support of this request and the opportunity to present this project for Board of Regents approval at the November 13, 2015 meeting.

Sincerely,



John Nixon
Senior Chief Administrative Officer and CFO

Cc: Jason Perry, Vice President, Government Relations
Michael G. Perez, Associate Vice President, Facilities

Scoreboard Replacement and Distributed Sound

Rice-Eccles Stadium





RICE-ECCLES  STADIUM

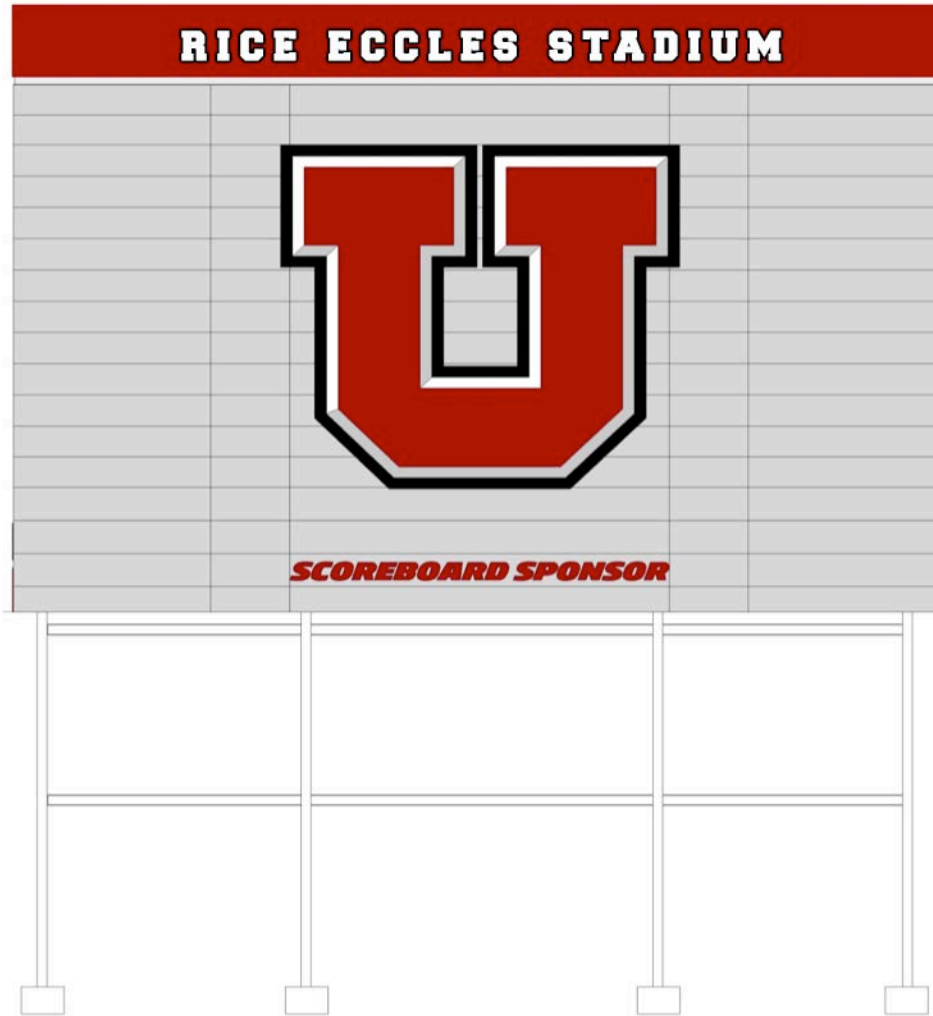


WELLS FARGO
AT&T
Coca-Cola
Smith's
AMERICAN FIRST

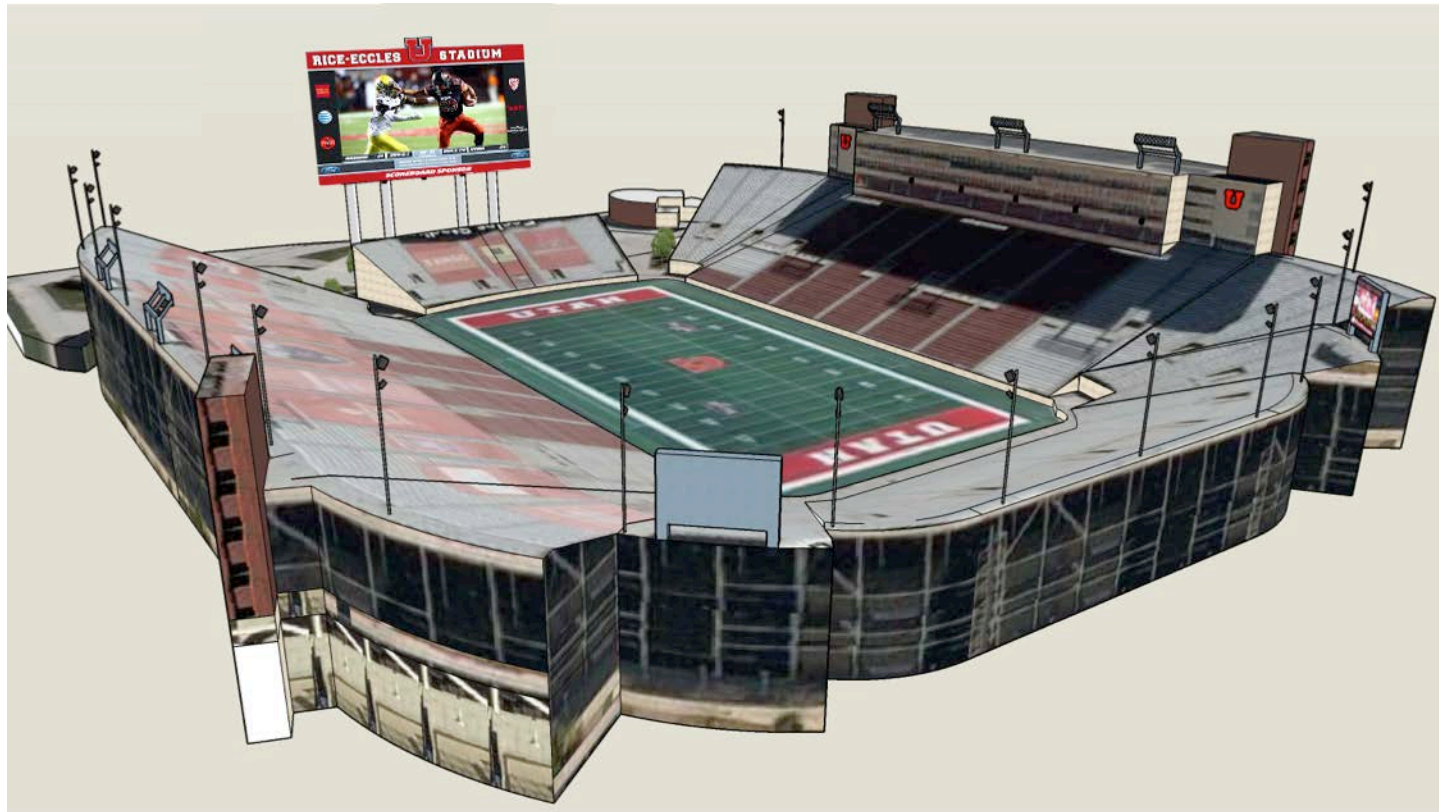
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SCOREBOARD SPONSOR

STREET VIEW



Distributed Sound System



Video Scoreboard and Distributed Sound Summary of Costs

Video Scoreboard and Structure \$8,600,000

Distributed Sound System \$4,900,000

Total Cost of Project \$13,500,000

November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Request for approval to create the position of general counsel

Issue

Dixie State University (DSU) is represented in all legal matters by the Utah Attorney General's Office. DSU's recent transition to university status, as well as ongoing institutional growth, has substantially increased the University's legal services workload. DSU seeks to establish and fill the position of general counsel to provide legal counsel for complex institutional issues, including contracts and grants review; state, local and federal regulatory compliance; personnel issues; intellectual property protection and other general legal services. The new general counsel will collaborate and coordinate with the Attorney General's office to provide comprehensive legal services.

Background

Utah State Code §53B-2-106, and Regents Policy R220 - Supplement, allow USHE institutions to appoint attorneys. Specifically, an institution 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. Importantly, the policy also instructs, "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."

Nearly all of the institutions have established a general counsel position, the most recent being Utah Valley University and Salt Lake Community College. Additionally, David Jones, chief of the education division within the Utah Attorney General's Office, has expressed his support for DSU to establish the general counsel position. In accordance with policy, the Attorney General's Office will retain the responsibility to represent the University in all litigation matters. DSU will divide legal responsibilities between the Attorney General's Office and the new general counsel as permitted by policy.

Commissioner's Recommendation

The Commissioner recommends the Regents review the Dixie State University 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/GTL
Attachments

October 15, 2015

Commissioner David L. Buhler
Utah System of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler,

Dixie State University requests approval to create the position of General Counsel.

As you know, Dixie State University is a growing institution that transitioned to university status over the last couple of years and has experienced a variety of legal related challenges over that time. Timely legal advice and counsel is paramount in an increasingly complex campus environment. The majority of colleges and universities in the State have a General Counsel or are in the process of hiring one, with Salt Lake Community College and Utah Valley University receiving approval by the Regents for that position over the last year or so.

Utah Code section 53B-2-106 *Duties and Responsibilities of the President of each Institution: Approval by Board of Trustees* and Board of Regents' policy R220 *Supplement Reference to Responsibilities* provides for the position of institutional General Counsel. The position may be created with approval of the University Board of Trustees and State Board of Regents. The volume of legal work required at Dixie State University is exceeding the amount of staff support the Attorney General's office is able to provide.

The University is in need of General Counsel to provide legal advice, contract review, policy review, and compliance. The Attorney General's office retains the statutory responsibility to represent the University in all litigation matters. Institutional legal responsibilities would be divided between the Attorney General's office and University General Counsel.

I have had discussions with Michael Carter (DSU's assigned Assistant Attorney General) on this topic and he is supportive of our hiring General Counsel. I, along with you, met with Bridget Romano, Civil Division Chief in the Attorney General's office and David Jones, Director of the Education Division in the Attorney General's office to advise them of our intent to proceed in hiring a general counsel for the University. On October 20, 2015 the Attorney General's office sent us the attached letter indicating their support for Dixie State University in hiring General Counsel. Therefore I am writing to seek the Board of Regents approval.

Sincerely,



Richard B. Williams, PhD, ATC
President
Dixie State University

cc: Greg Stauffer

STATE OF UTAH
OFFICE OF THE ATTORNEY GENERAL



SEAN D. REYES
ATTORNEY GENERAL

SPENCER E. AUSTIN
Chief Criminal Deputy

PARKER DOUGLAS
General Counsel & Chief of Staff

TYLER R. GREEN
Solicitor General

BRIDGET K. ROMANO
Chief Civil Deputy

October 20, 2015

President Richard B. Williams
Dixie State University
225 South University Avenue
St. George, UT 84770

Dear President Williams,

The professional courtesy you have extended the Office of the Attorney General is appreciated as you proceed with seeking approval from the Board of Regents for the appointment of legal counsel and the creation of an office of legal counsel at Dixie State University. Out of that same courtesy, the Attorney General is supportive of your request, but wants to underscore the value to Dixie State University of continuing to have independent Attorney General legal counsel and support.

As you are aware, the president of each institution of higher education, with the approval of the institution's Board of Trustees, may appoint attorneys for the institution and create an office of legal counsel, subject to the authority of, the policy established by, and the approval of the Board of Regents. While the Office of the Attorney General has no statutory role in the appointment process, the Office of the Attorney General, as part of its statutory duties and obligations set forth in Utah Code Ann. § 67-5-1 and § 67-5-5, will continue to be legal counsel for Dixie State University, will continue to provide legal counsel, advice, and representation to Dixie State University and looks forward to a cooperative relationship with legal counsel that may be appointed by you for Dixie State University.

Please feel free to contact me at your earliest convenience should you have any further questions, concerns or requests regarding this matter. It was a pleasure to meet with you to discuss the legal needs of Dixie State University. The Office of the Attorney General looks forward to continuing to provide legal services to Dixie State University in conjunction and in cooperation with any attorneys you may appoint for Dixie State University.

Respectfully,

A handwritten signature in blue ink that reads "David C Jones".

David C Jones
Assistant Attorney General
Director, Education Division

cc: Dave Buhler

November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Fall 2015 Third-week Enrollment Report

USHE institutions reported an increase in total headcount of 3,453 students (2.06%) when compared to 2014 fall semester third-week enrollments. USHE also experienced an increase in total FTE of 3,271 (2.79%), and a 2,775 (2.60%) increase in budget related FTE. The improvements in USHE's enrollments in the fall of 2015 were anticipated with the expected return of the LDS missionaries that left in record numbers in 2013. Using the age of students as an indicator, spikes in enrollments of 20 year old males and 21 year old females have been observed state wide. Enrollment data by age is available through an interactive dashboard at: <http://higheredutah.org/reports/lDS-mission-impact/>

It should be noted that third-week numbers are preliminary in nature and do not include new enrollments that may occur in programs that begin after the third-week census date (e.g. 2nd block registrations and non-credit CTE enrollments). These enrollments will be included in the end-of-term reports that will be provided at the April 2016 Board of Regents meeting.

Five of the eight USHE institutions experienced growth with SUU reporting the largest percentage increase with 11.53% growth in budget related headcount and an 11.06% increase in budget related FTE. Both Weber State and Dixie State Universities reported a minor decrease in their third-week enrollment numbers which can be traced primarily to changes in the process for reporting non-credit enrollments. Of the eight USHE institutions, only Salt Lake Community College continues to experience a decline in their enrollment numbers. This is consistent with other urban community colleges nationally and may also reflect the impact of an improving economy on their student population (potential students opting for the workforce rather than college).

Total and budget-related headcounts and FTE numbers are provided in the attached tables and graphs. Also included as an attachment are USHE headcounts summarized by gender and ethnicity. Additional headcount data may be found at: <http://higheredutah.org/data/enrollments/>

Commissioner's Recommendation

This item is for information only; no action is necessary.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/JAC
Attachments

Utah System of Higher Education

Fall 2015 3rd Week Headcount Enrollment Report

TOTAL HEADCOUNT (Budget Related & Self Support)	2014	2015	CHANGE	CHANGE
University of Utah	31,515	31,673	158	0.50%
Utah State University	27,662	28,622	960	3.47%
Weber State University	26,266	25,955	- 311	-1.18%
Southern Utah University	7,656	8,881	1,225	16.00%
Snow College	4,779	5,111	332	6.95%
Dixie State University	8,570	8,503	- 67	-0.78%
Utah Valley University	31,332	33,211	1,879	6.00%
Salt Lake Community College	29,537	28,814	- 723	-2.45%
USHE	167,317	170,770	3,453	2.06%

BUDGET RELATED HEADCOUNT	2014	2015	CHANGE	CHANGE
University of Utah	31,044	31,115	71	0.23%
Utah State University	25,039	26,081	1,042	4.16%
Weber State University	18,478	18,311	- 167	-0.90%
Southern Utah University	6,504	7,254	750	11.53%
Snow College	4,212	4,563	351	8.33%
Dixie State University	7,808	7,567	- 241	-3.09%
Utah Valley University	24,991	26,356	1,365	5.46%
Salt Lake Community College	24,253	23,831	- 422	-1.74%
USHE	142,329	145,078	2,749	1.93%

Utah System of Higher Education

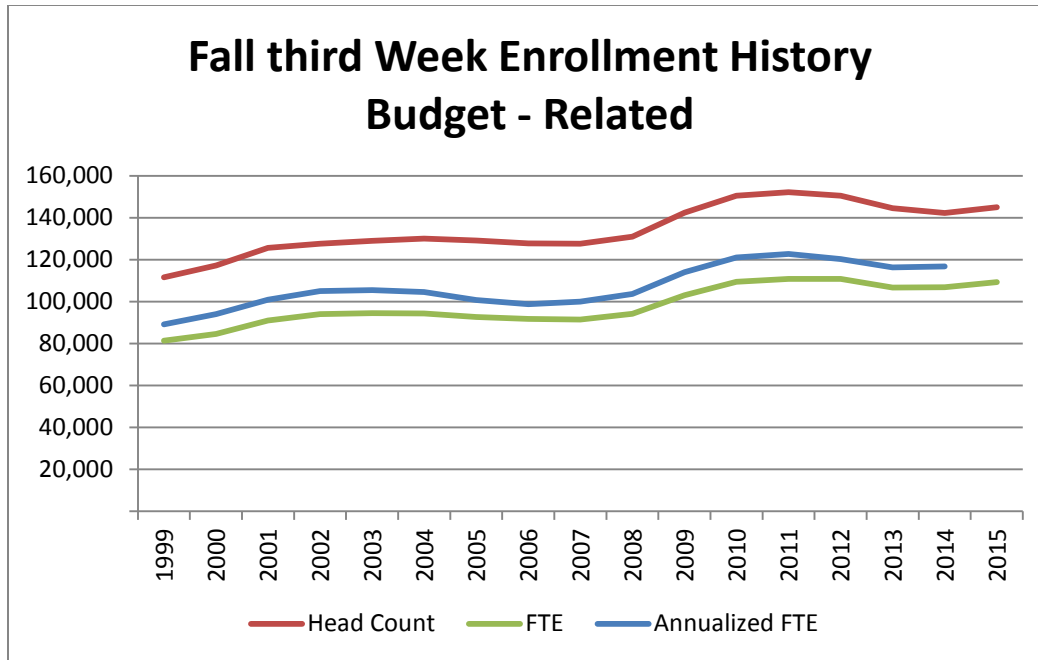
Fall 2015 3rd Week FTE Student Enrollment Report

TOTAL FTE (Budget Related & Self Support)	2014	2015	CHANGE	CHANGE
University of Utah	26,742	26,911	169	0.63%
Utah State University	20,889	22,141	1,252	5.99%
Weber State University	15,989	16,046	57	0.36%
Southern Utah University	6,150	6,929	779	12.66%
Snow College	3,746	3,909	163	4.34%
Dixie State University	6,405	6,381	- 24	-0.37%
Utah Valley University	21,335	22,591	1,256	5.89%
Salt Lake Community College	15,932	15,553	- 380	-2.38%
USHE	117,189	120,460	3,271	2.79%

BUDGET RELATED FTE	2014	2015	CHANGE	CHANGE
University of Utah	26,508	26,573	65	0.24%
Utah State University	19,456	20,512	1,056	5.43%
Weber State University	13,080	13,026	- 54	-0.41%
Southern Utah University	5,785	6,425	640	11.06%
Snow College	3,443	3,620	178	5.17%
Dixie State University	6,050	6,021	- 29	-0.47%
Utah Valley University	18,560	19,689	1,129	6.08%
Salt Lake Community College	13,934	13,724	- 210	-1.51%
USHE	106,816	109,591	2,775	2.60%

Notes:

Rounding Error - FTEs are calculated then rounded to the nearest one



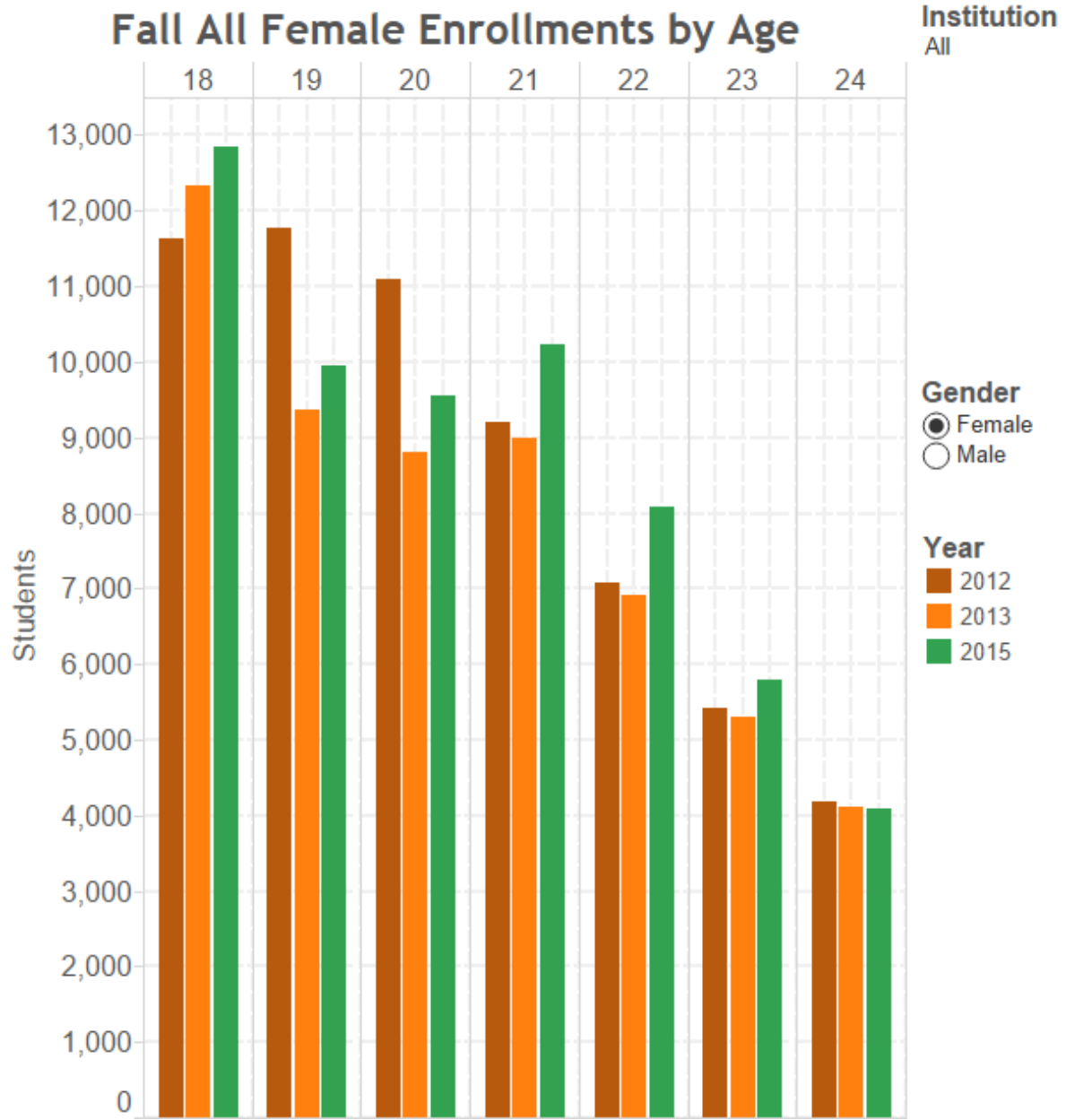
Utah System of Higher Education

Fall 2015 3rd Week Total Headcount by Gender & Ethnicity*

GENDER	2014	2015	CHANGE	CHANGE
Female	83,570	85,268	1,698	2.03%
Male	83,747	85,502	1,755	2.10%
Total	167,317	170,770	3,453	2.06%

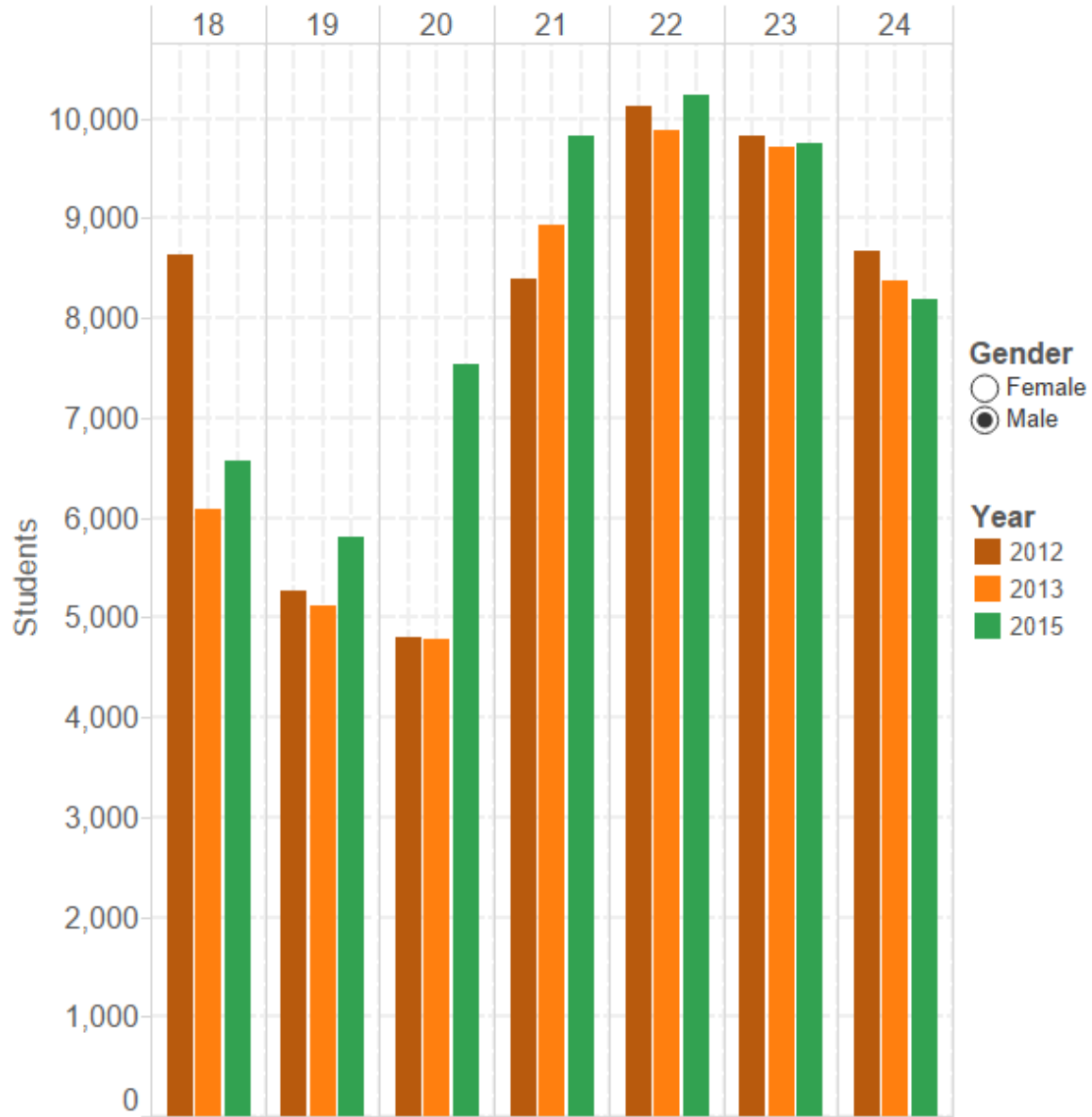
Ethnicity	2014	2015	CHANGE	CHANGE
American Indian Alaskan	1,472	1,475	3	0.20%
Asian	3,825	3,898	73	1.91%
Black or African American	2,179	2,230	51	2.34%
Hispanic or Latino	15,493	16,699	1,206	7.78%
Native Hawaiian or Pacific Islander	1,202	1,227	25	2.08%
White	115,546	119,955	4,409	3.82%
Multiple	1,709	3,963	2,254	131.89%
Non Resident Alien	5,896	5,678	- 218	-3.70%
Unspecified	19,995	15,645	- 4,350	-21.76%
Total	167,317	170,770	3,453	2.06%

The following graphs include enrollment data from Brigham Young University. To view individual institutions, please visit: <http://higheredutah.org/reports/lds-mission-impact/>



Fall All Male Enrollments by Age

Institution
All



November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Report on Leased Space

Issue

The USHE Annual Report of Leased Space, as required by Regent Policy 710, is attached for your information. A summary of this information will subsequently be submitted to DFCM and the Building Board for inclusion in the State Building Board Five-year Building Program document.

Background

USHE institutions have submitted their detailed lists of leased space currently under contract. A summary of those leases by institution, including changes from the prior year, is provided in the following table:

Institution	2014			2015			2014-15 % Change	
	# Leases	Square Feet	Rent	# Leases	Square Feet	Rent	Square Feet	Rent
UU	145	1,460,057	\$ 23,714,424	149	1,625,600	\$ 23,477,325	11.3%	-1.0%
USU	23	221,669	\$ 1,109,560	26	226,281	\$ 1,207,390	2.1%	8.8%
WSU	6	32,743	\$ 232,596	8	75,489	\$ 498,401	130.6%	114.3%
SUU	14	64,579	\$ 543,877	15	67,605	\$ 578,803	4.7%	6.4%
Snow	0	0	\$ -	0	0	\$ -		
DSU	4	27,700	\$ 339,202	3	28,700	\$ 349,342	3.6%	3.0%
UVU	4	38,603	\$ 232,941	3	N/A	\$ 46,842	-100.0%	-79.9%
SLCC	8	123,083	\$ 1,358,909	10	150,839	\$ 1,580,625	22.6%	16.3%
Total	204	1,968,434	\$ 27,531,509	214	2,174,514	\$ 27,738,728	10.5%	0.8%

Highlights of significant changes from the prior year include:

- University of Utah – added nine new clinical and research leases which increased total leased square footage, but the adjustment and deletion of other clinical and research leases more than offset the associated cost increase.
- Weber State University – added classroom and office space in Farmington's Station Park and in the Startup Ogden project.
- Salt Lake Community College – added classroom and office space for a West Valley Center.
- Utah Valley University – deleted the only building lease from their inventory.

A more detailed summary showing the sources of funding for the leases is attached for your information. A listing of all leases, which includes additional detail about each of the institutional leases, is on file in the Office of the Commissioner.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/RPA
Attachment

Utah System Of Higher Education

Annual Leased Space Report - FY 2016

Location	# of Leases	New Lease	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment	Source of Funding	Type of Space
University of Utah							
Building Leases:							
Bluff, College of Architecture	1				\$ 14,400	Other	Residential
Tanner Creative Dance, Various Locations	4				\$ 5,679	Other	Classroom/Office
Delta, Physics and Astronomy	5				\$ 36,600	Other	Residential
Washington D.C., Hinkley Institute Apartments	7				\$ 212,520	Other	Student Apartments for Interns
Murray, Reading Clinic	1		6,942	\$ 16.64	\$ 115,488	Other	Office
Academic Outreach & Continuing Ed., Various Locations	3		48,221	\$ 7.35	\$ 354,302	State	Classroom/Office
Red Zone Stores, Various Locations	3		13,512	\$ 21.28	\$ 287,492	Other	Retail/Non-assignable
Hospitals and Clinics Residential Facilities, Various Locations	4	1	206,316	\$ 3.02	\$ 623,640	Clinical	Residential
Hospitals and Clinics, AirMed, Various Locations	10	1	83,353	\$ 2.05	\$ 170,785	Clinical	Hanger/Residential
Hospitals and Clinics, Primary Children's Hospital	10		58,537	\$ 26.48	\$ 1,550,273	Clinical	Clinical
Hospitals and Clinics, Dialysis Centers, Various Locations	17		114,201	\$ 20.78	\$ 2,373,324	Clinical	Office/Clinical/Teaching & Research
Hospitals and Clinics, Various locations	27	5	303,292	\$ 16.27	\$ 4,935,240	Clinical	Clinical
Medical Research, Research Park	35	2	543,606	\$ 21.64	\$ 11,765,535	Clinical/Other	Office/Clinical/Research/Laboratory
Subtotal Building Leases	127	9	1,377,980	\$ 16.29	\$ 22,445,278		
Land Leases:							
KUER/KUED Communication/Transmitter Sites	9		N/A		\$ 91,307	State	Ground
Millard County, Physics and Astronomy	1		N/A		\$ 1,043	Other	Ground
Storage, Various locations	9	1	N/A		\$ 464,706	Other	Ground
Parking Leases, Salt Lake City	3		247,620		\$ 474,991	Other	Ground
Subtotal Land Leases	22	1	247,620		\$ 1,032,047		
TOTAL - UU	149	10	1,625,600		\$ 23,477,325		

Utah State University							
Building Leases:							
Blanding, CTE Program-Trucking & Hvy. Equip. Operations	1		56,628		\$ 6,000	State	Classroom/Office/Maint. Shop/Storage
Blanding, Montezuma Creek Seminary Building	1	1	2,354	\$ 2.55	\$ 6,000	State	Classroom/Office
Brigham City, Life Span Learning Center	4		66,755	\$ 3.52	\$ 235,304	State/Other	Classroom/Office/Storage
Brigham City, CPD Early Intervention	1	1	2,253	\$ 4.70	\$ 10,600	Other	Classroom/Office
Castle Dale, SW Early Intervention	1		1,760	\$ 4.09	\$ 7,200	Other	Classroom/Office
Cedar City, UCC Regional Office	1	1	1,180	\$ 10.17	\$ 12,000	Other	Office/Other
Logan, Tech. Assistance in Special Education	1		4,291	\$ 16.49	\$ 70,752	Other	Classroom/Office
Logan, USU Advancement	1		12,183	\$ 15.30	\$ 186,346	Other	Classroom/Office/Laboratory

Location	# of Leases	New Lease	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment	Source of Funding	Type of Space
Logan, USU VP Commercialization & Res. Development	2		9,679	\$ 13.97	\$ 135,234	Other	Tech. Commercialization Office (Research)
Logan, Cache County 4H Cache Makers	1	1	3,150	\$ 11.54	\$ 36,336	Grant	Classroom/Office
Moab, CDP SW Early Intervention	1		1,200	\$ 8.52	\$ 10,225	Other	Classroom/Office
Price, CDP SW Early Intervention	1		1,290	\$ 7.91	\$ 10,200	Other	Classroom/Office
Price, USU-Eastern Prehistoric Museum	1		22,500		\$ 1	State	Museum/Office
Regional Campus & Distance Education, Various Locations	4	2	33,300	\$ 9.60	\$ 319,660	Other	Classroom/Office
Salt Lake City, Development Office	1		1,601	\$ 10.99	\$ 17,592	Other	Development Office/Retail
Washington D.C. Apartments	4		6,157	\$ 23.38	\$ 143,940	Other	Student Apartments for Interns/Advisor
TOTAL - USU	26	6	226,281	\$ 5.34	\$ 1,207,390		

Weber State University							
Building Leases							
Farmington, UCAID - Indulgent Food	1		18,857	\$ 2.66	\$ 50,208	Other	Labs/Office
Farmington, Station Park	1	1	10,937	\$ 24.00	\$ 262,488	State	Classroom/Office/Storage
Kaysville, Davis High School	1		1,600	\$ 10.26	\$ 16,420	State	Classroom
Kaysville, DATC, UCAID USTAR	1		210	\$ 20.86	\$ 4,380	Other	Office
Morgan, Morgan High School	1		4,032	\$ 0.11	\$ 450	State	Modular Classrooms
Ogden, Continuing Ed., Startup Ogden	1	1	27,000	\$ 0.00	\$ 10	State	Work Rooms/Offices/Clinic
Ogden, Continuing Ed., United Way Building	1		5,297	\$ 8.74	\$ 46,305	State	Work Rooms/Offices/Clinic
Roy, WSU West	1		7,556	\$ 15.64	\$ 118,140	State/Other	Classroom/Office/Storage/Student Center
TOTAL - WSU	8	2	75,489	\$ 6.60	\$ 498,401		

Southern Utah University							
Building Leases							
Cedar City, Business Resource Center	1		3,026	\$ 13.79	\$ 41,714	State	Office
Cedar City, Global Engagement	1		4,097	\$ 8.46	\$ 34,680	State	Office
Cedar City, Community Engagement	1		2,658	\$ 10.36	\$ 27,540	State	Office
Head Start, Various Locations	7	1	28,514	\$ 8.34	\$ 237,797	Other	Classroom/Office
Cedar City, Utah Center for Rural Health	1		525	\$ 8.96	\$ 4,704	Other	Residential
Cedar City, Community Outreach Center	1		11,705	\$ 14.87	\$ 174,048	State	Office
Cedar City, Utah Shakespeare Festival	1		16,000	\$ 2.25	\$ 36,000	Other	Office/Other
Cedar City, Early Intervention	1		1,080	\$ 9.56	\$ 10,320	Other	Classroom
Subtotal Building Leases	14	1	67,605	\$ 8.38	\$ 566,803		
Land Leases:							
Cedar City, Parking Services	1		N/A		\$ 12,000	State	Parking
TOTAL - SUU	15	1	67,605	\$ 8.38	\$ 578,803		

Location	# of Leases	New Lease	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment	Source of Funding	Type of Space
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Snow College - No Leases

Dixie State University

Building Leases:							
St. George, University Plaza (Bldgs. B1 and B2)	1		23,100	\$ 10.02	\$ 231,420	State	Classroom/Office
St. George, Larkin Properties	1		4,600	\$ 23.43	\$ 107,782	State	Office/Other
St. George, Confucius Institute Housing	1	1	1,000	\$ 10.14	\$ 10,140	State	Residential
TOTAL - DSU	3	1	28,700	\$ 12.17	\$ 349,342		

Utah Valley University

Land Leases:							
Provo, Airport	3		N/A		\$ 46,842	State/Other	Ground/Hanger
TOTAL - UVU	3				\$ 46,842		

Salt Lake Community College

Building Leases:							
Salt Lake City, Writing Center	1		1,545	\$ 7.06	\$ 10,905.00	State	Classroom/Office
Salt Lake City, Library Square	1		33,725	\$ 14.38	\$ 485,113.00	State	Classroom/Office
Salt Lake City, Westpointe Center	1		35,700	\$ 17.50	\$ 624,754.00	State/Other	Classroom/Office
Salt Lake City, Warehouse	3		30,000	\$ 3.96	\$ 118,800.00	State	Storage
Salt Lake City, Airport Center	2		22,113	\$ 6.00	\$ 132,605.00	State	Classroom/Office/Lab/Hanger
West Valley City, West Valley Center	2	2	27,756	\$ 7.51	\$ 208,448.00		Classroom/Office
TOTAL - SLCC	10	2	150,839	\$ 10.48	\$ 1,580,625		

USHE Institutions

Building Leases	188	21	1,926,894	\$ 13.83	\$ 26,647,839		
Land Leases	26	1	247,620		\$ 1,090,889		
TOTAL - USHE	214	22	2,174,514		\$ 27,738,728		

November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Institutional Residences Annual Report

Regent Policy R207 requires that each USHE institution provide an annual report regarding institutional coverage of expenses for maintenance, repair, utilities, insurance, and domestic assistance related to the institutional residences (InstRes). Beyond the Regent Policy requirement, institutional representatives support the presentation of this information to the Regents to maintain proper institutional internal control, ensure that InstRes budgets are set and expenditures are monitored, support the InstRes as a sanctioned institutional offering, and to provide public exposure and feedback regarding the facility's operation and maintenance.

The attached report summarizes the approved budget and expenditures for each institutional residence over the past three fiscal years. Footnotes have been added to describe the following: any significant change from prior years; any significant variances between the budgeted and actual expenditures; and/or any significant capital improvements to the residence.

Commissioner's Recommendation

This is an informational item only; no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS/JSA
Attachment

Utah System of Higher Education

Institutional Residences Operation and Maintenance Report

FY 2013-2016

	2012-13		2013-14		2014-15		2015-16	Source of Funds	Square Footage
	Budget	Actual	Budget	Actual	Budget	Actual	Budget		
UU	\$ 53,225	\$ 53,389	\$ 60,900	\$ 60,844	\$ 63,000	\$ 59,519	\$ 65,600	Discretionary	8,800
USU	\$ 72,000	\$ 67,426	\$ 72,000	\$ 71,667	\$ 72,000	\$ 63,940	\$ 72,000	E&G	12,403
WSU ¹	\$ 22,600	\$ 21,489	\$ 27,400	\$ 21,292	\$ 28,300	\$ 21,220	\$ 28,300	E&G	-
SUU ²	\$ 54,500	\$ 56,143	\$ 67,000	\$ 69,890	\$ 68,000	\$ 31,075	\$ 83,000	E&G	11,314
Snow ³	\$ 7,000	\$ 22,327	\$ 7,000	\$ 13,926	\$ 12,000	\$ 4,386	\$ 10,900	E&G	6,128
DSU ⁴	\$ 19,650	\$ 11,180	\$ 19,650	\$ 12,869	\$ 59,500	\$ 64,798	\$ 72,000	E&G, Discretionary	5,246
UVU ⁵	\$ 43,940	\$ 33,788	\$ 191,940	\$ 161,823	\$ 48,687	\$ 32,447	\$ 40,940	E&G, Discretionary, Donor	6,235
SLCC ⁶	\$ 48,100	\$ 26,414	\$ 36,100	\$ 9,584	\$ 20,000	\$ 20,000	\$ 20,000	Discretionary	-

Board Policy R207 provides for institutional coverage of expenses for maintenance, repair, utilities, insurance, and domestic assistance serving institutional purposes. Policy requires annual reports for the previous year's actual expenses and the current year's budget, as summarized in the table above.

Footnotes to this table contain explanations of significant budget variances and also institutional residence capital improvements which are not reflected in the O&M amounts in the table above.

¹ *WSU amounts reflect housing allowance and institutional functions.*

² *SUU replaced carpet in the institutional residence and welcomed a new President in FY 2014. Due to the change in presidency, occupancy has decreased along with costs of general maintenance. The HVAC will be replaced in FY 2016.*

³ *Snow College made improvements and needed repairs to the grounds and institutional residence over what was originally budgeted for in FY 2013 and FY 2014.*

⁴ *DSU addressed deferred maintenance issues on the institutional residence and replaced carpet, tile, and paint in FY 2015. ADA access improvements will be made in FY 2016 in order to comply with campus property requirements.*

⁵ *UVU remodeled and increased square footage of the institutional residence in FY 2014 as was approved by the Board of Regents.*

⁶ *SLCC sold the institutional residence in FY 2014, therefore subsequent amounts reflect only housing allowance.*

November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Contracts and Grants Report

The attached report is provided in compliance with Regent Policy R532 pertaining to contract and grant reporting. R532 requires that the institutions submit an annual report summarizing the number and dollar amounts of contracts and grants awards received during the previous fiscal year.

Institutional contracts and grants provide significant benefits to the institutional community and society as a whole through gains from research and job creation associated with contract and grant activities. This past year, the total amount of contract and grant activity in USHE institutions increased by 6.4% from the prior fiscal year. Five of the eight institutions showed an increase in activity over the prior year, with significant contributions coming from the research universities.

Commissioner's Recommendation

This is an informational item only; no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS/JSA
Attachment

**Utah System of Higher Education
Contracts and Grants Report**

Institution	Fiscal Year 2014		Fiscal Year 2015		% Change	
	No.	Total \$ Amount	No.	Total \$ Amount	No.	Amount
University of Utah						
Research	1,790	\$285,882,430	1,632	\$288,740,186	-8.8%	1.0%
Instruction	197	25,610,786	170	29,712,588	-13.7%	16.0%
Clinical	245	34,238,675	303	52,677,018	23.7%	53.9%
Other	447	42,147,886	460	46,119,648	2.9%	9.4%
TOTAL UU	2,679	\$387,879,777	2,565	\$417,249,440	-4.3%	7.6%
Utah State University						
Research	1,016	\$144,154,598	970	\$127,905,706	-4.5%	-11.3%
Instruction	59	3,452,986	55	3,623,895	-6.8%	4.9%
Clinical						
Other	326	29,316,296	393	55,094,293	20.6%	87.9%
TOTAL USU	1,401	\$176,923,880	1,418	\$186,623,894	1.2%	5.5%
Weber State University						
Research	42	\$2,497,415	40	\$1,855,461	-4.8%	-25.7%
Instruction	19	5,004,484	21	4,144,151	10.5%	-17.2%
Clinical						
Other	82	9,897,828	79	11,596,986	-3.7%	17.2%
TOTAL WSU	143	\$17,399,727	140	\$17,596,598	-2.1%	1.1%
Southern Utah University						
Research	21	\$135,735	12	\$157,186	-42.9%	15.8%
Instruction	5	90,018	5	140,123	0.0%	55.7%
Clinical						
Other	74	6,914,301	78	8,233,836	5.4%	19.1%
TOTAL SUU	100	\$7,140,054	95	\$8,531,145	-5.0%	19.5%
Snow College						
Research			1	\$1,200		
Instruction	3	\$710,767	16	1,417,443	433.3%	99.4%
Clinical						
Other	6	657,632	4	237,020	-33.3%	-64.0%
TOTAL Snow	9	\$1,368,399	21	\$1,655,663	133.3%	21.0%

**Utah System of Higher Education
Contracts and Grants Report**

Institution	Fiscal Year 2014		Fiscal Year 2015		% Change	
	No.	Total \$ Amount	No.	Total \$ Amount	No.	Amount
Dixie State University						
Research	5	\$119,999	4	\$128,402	-20.0%	7.0%
Instruction						
Clinical						
Other	30	2,258,734	27	2,071,068	-10.0%	-8.3%
TOTAL DSU	35	\$2,378,733	31	\$2,199,470	-11.4%	-7.5%
Utah Valley University						
Research	12	\$274,918	12	\$189,153	0.0%	-31.2%
Instruction	13	6,664,359	10	6,887,845	-23.1%	3.4%
Clinical						
Other	40	7,416,096	36	7,210,953	-10.0%	-2.8%
TOTAL UVU	65	\$14,355,373	58	\$14,287,951	-10.8%	-0.5%
Salt Lake Community College						
Research			5	\$371,966	100.0%	100.0%
Instruction	29	\$6,308,680	20	\$5,204,396	-31.0%	-17.5%
Clinical						
Other	23	\$2,897,083	29	\$2,631,799	26.1%	-9.2%
TOTAL SLCC	52	\$9,205,763	54	\$8,208,162	3.8%	-10.8%
Total USHE						
Research	2,886	\$433,065,095	2,676	\$419,349,260	-7.3%	-3.2%
Instruction	325	47,842,080	297	51,130,441	-8.6%	6.9%
Clinical	245	34,238,675	303	52,677,018	23.7%	53.9%
Other	1,028	101,505,856	1,106	133,195,603	7.6%	31.2%
TOTAL USHE	4,484	\$616,651,706	4,382	\$656,352,322	-2.3%	6.4%

November 4, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: University of Utah Acquisition of Heritage Preserve Property

Issue

The University of Utah wishes to inform the Board about the acquisition of property that is contiguous to the University Heritage Preserve.

Background

This acquisition is being acquired as a settlement between the University and an adjacent homeowner, the terms of which will result in the University receiving 5 acres and \$225,000 for the benefit of the Heritage Preserve. The information detailing the reason for this transaction and the details of the settlement are explained in the attached letter from the University.

Because the University is paying nothing for the property and its acquisition meets the other provisions of Regents Policy 710 pertaining to acquisition of property that is contiguous to the existing campus, it is eligible for approval by the Board of Trustees. That approval was granted at the October 13, 2015 Board of Trustee meeting. University representatives will be present at the meeting to provide additional information and respond to Regents' questions as needed.

Commissioner's Recommendation

This is an information item and no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachments

October 22, 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:

I am writing to inform the Board of Regents of the property transaction described below. This property transaction is part of a settlement between the University of Utah and adjacent property owners whose residential improvements encroached on the Heritage Preserve.

As explained below, this settlement will result in the homeowners' payment to the University of \$225,000, the conveyance to the homeowners by the University of a small (.17 acre) parcel of land within the Heritage Preserve that is critical to the structural integrity of the home, and the homeowner's conveyance to the University of five acres of land for the Heritage Preserve.

BACKGROUND

The land within the University's Heritage Preserve is owned in fee by the University and is subject to a conservation easement held by Utah Open Lands ("UOL"). Property owners whose residence abuts the Heritage Preserve (the "Homeowners"), without notice to or approval from the University or UOL, landscaped and placed a retaining wall, patio, steel fencing, irrigation and lighting on approximately one acre of the Heritage Preserve (the "Impacted Area"). These actions constituted a trespass onto University property and were also a violation of the provisions of the conservation easement.

The University, UOL, and the Homeowners have tentatively agreed on the following settlement. The University and UOL believe that proposed settlement, which includes payment to the University of \$225,000 to be used to benefit the Heritage Preserve, is an appropriate and reasonable resolution of this issue.

Summary of Proposed Settlement:

1. The Homeowners will restore the majority of the Impacted Area to its natural condition. This has been completed.
2. The Homeowners will pay \$225,000 to the University to be used for the benefit of the Heritage Preserve.
3. The Homeowners will reimburse UOL for \$15,000 of expenses that UOL incurred as a result of the Homeowner's actions.
4. The University will convey to the Homeowners a small parcel of land (approximately .17 acre) on which the retaining wall is located ("Parcel 1"). That retaining wall is providing

- structural support for the home. The conveyance of Parcel 1 will be “as-is” and subject to the existing Heritage Preserve conservation easement.
5. The Homeowners will then grant a new conservation easement to UOL for the benefit of the Heritage Preserve on approximately 5 acres of vacant land owned by the Homeowners that abuts the Heritage Preserve (“Parcel 2”).
 6. The Homeowners will then convey Parcel 2 to the University, subject to this new conservation easement.
 7. Finally, Parcel 2 will be incorporated into and managed as part of the Heritage Preserve and Parcel 1 will be released from the Conservation Easement.

The university performed appropriate due diligence taking into account that the property the University will receive is open space and will not be developed. This item was approved by the University of Utah’s Board of Trustees at their October 13, 2015 meeting. In accordance with Regents policy R 7.10, section 4.5.4, we respectfully submit this item for your information.

Sincerely,

A handwritten signature in black ink, appearing to read "John Nixon", with a stylized, cursive script.

John Nixon
Senior Chief Administrative Officer and CFO

Cc: Fred Esplin, Vice President, Institutional Advancement
Alice Whitacre, Associate General Counsel

November 4, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Utah Valley University – Lease to Wasatch School District

Issue

Utah Valley University (UVU) wishes to inform the Board of a lease arrangement with the Wasatch School District for 8,145 square feet of space in the UVU Wasatch campus in Heber City, Utah.

Background

UVU intends to allow the Wasatch School District to lease space at the Wasatch campus for an Advanced Professional Studies center to provide high school students with career exploration opportunities. The center would be part of the Utah Cluster Acceleration Partnership, which develops and enhances educational programs needed for Utah industry and enhances career pathway programs to connect high school students with higher education. UVU will provide the space for a nominal lease of \$1 and the school district will build out the shelled space and participate in operation and maintenance (O&M) costs. UVU will also be able to utilize the space in the evening hours for university classes.

As the proposed lease will not involve operation or ownership of the property, as the construction involved will be limited to interior finishes, and as the lessee will be a public entity, it was determined from the provisions of Regent policy 712, *Nontraditional Arrangements for Development of Facilities on Campuses*, that Board approval is not necessary for this item. This item is included for Board information.

Additional details may be found in the attached letter from the University and a floor plan of the proposed lease space. Representatives from the University will be present at the meeting to respond to questions from the Board if needed.

Commissioner's Recommendation

This is an informational item and no action is needed.

David L Buhler
Commissioner of Higher Education

DLB/GLS/RPA
Attachments



UTAH VALLEY UNIVERSITY

VICE PRESIDENT *for* FINANCE & ADMINISTRATION

October 27, 2015

Commissioner David Buhler
Utah System of Higher Education
The Gateway
Salt Lake City, Utah 84101

Dear Commissioner Buhler,

Utah Valley University is requesting approval to lease space to the Wasatch School District for the Center for Advanced Professional Studies in return for the build out of shell space on the Wasatch Campus.

Wasatch School Districted has requested use of the space for the Center for Advanced Professional Studies. This program would be supported by five main entities Wasatch School District, Department of Workforce Services, Heber Valley Chamber of Commerce, Wasatch Community Foundation and Utah Valley University. This program would be designed to provide high school students with the opportunity to participate in career exploration and employment workshops. The program would also consist of direct business connections. The program would align high school students with businesses who would provide students with internships to develop hands on experience.

This space is 8,145 square feet on the first floor of the Wasatch Campus Building. The lease would be for \$1 per year in consideration for the \$366,525 which would be needed to build out the space. Wasatch School District would participate in O&M costs at \$12,675.65 annually.

Utah Valley University will utilize the space in the evening hours for additional university classes. The building is lacks enough evening time class space and this will help provide more opportunities for offerings on the Wasatch Campus.

If you have any questions please feel free to contact me with any questions.

Sincerely,

Val L. Peterson
Vice President
Utah Valley University

VP/sk
Enclosure

November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Series 2015 Student Fee and Housing System Revenue Bond

Issue

On July 31, 2015 the Board authorized Utah State University (USU) to proceed with the sale of revenue bonds authorized by the 2015 Legislature to finance the construction of a new student residence hall to replace Valley View Residence Hall. After a competitive bond sale on August 27, 2015 the bonds closed on September 23, 2015.

The bond sale conformed to all of the parameters approved by the Regents. The following is a brief summary of the results:

- Final Par Amount of the Bonds \$24,455,000
- True Interest Cost (TIC) 3.36%
- Maximum Coupon Rate 5%
- Maturity Date 22.5 years

Additional details about the bond issue may be found in the attached financing summary with final pricing results in red type face.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/RPA
Attachment

Utah State University
Student Fee and Housing System Revenue Bonds, Series 2015
Preliminary Summary Sheet

Proposed Issue: Student Fee and Housing System Revenue Bonds

Total Approximate Issue Size: \$24,470,000 (Final Par Amount of \$24,455,000)

Use of Funds: To provide up to \$23,100,000 to finance the cost of constructing a new student residence hall to replace Valley View Residence Hall; satisfy any reserve fund requirements; fund any capitalized interest amount; and pay associated costs of issuance.

Detail of Proposed Series 2015 Bonds:

Principal Amount: Not to exceed \$25,500,000
(\$24,455,000)

Interest Rate: Not to exceed 5.0% (max
coupon of 5%, TIC of 3.36%)

Maturity Date: Not to exceed 23 years (22.5
years)

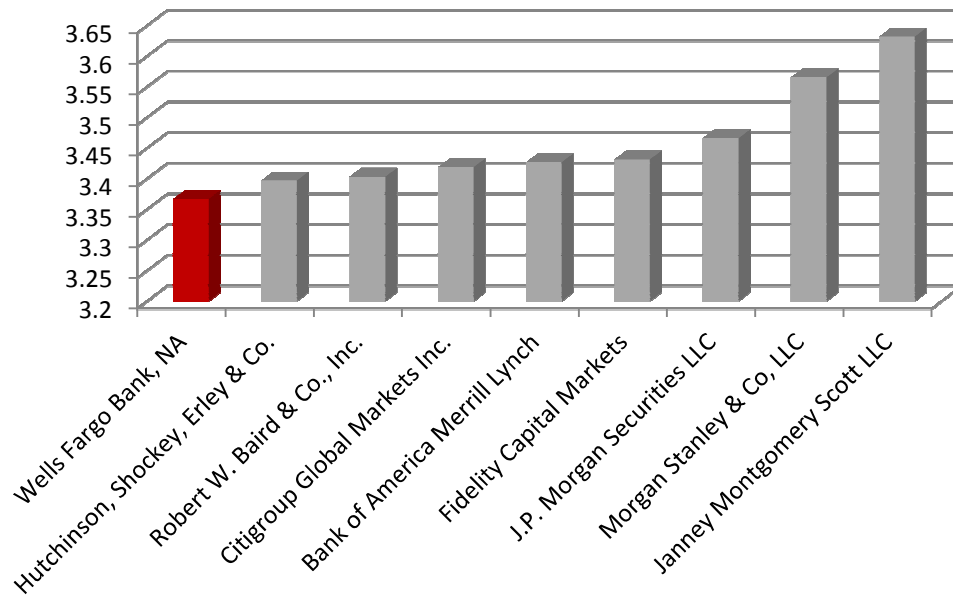
Aggregate Discount: Not to exceed 2% (sold at
premium of 2.375%)

Underwriter's Discount: Not to exceed 2% (1.064%)

Bond Rating: AA from S&P (rating
confirmed)

Source of Repayment: Student Fees and Housing
System Revenues

Timetable Considerations: Regent approval will be sought at the July 31 meeting. The University is proceeding with plans to sell bonds soon after Regent approval is received, with a tentative sale date planned for August 13, 2015. The University anticipates selling bonds by competitive sale, and the underwriter will be whichever bidder provides the lowest borrowing cost (as a combination of interest rates and fees) to the University. The anticipated closing date is Thursday, August 27. (The bonds were sold on August 27th to Wells Fargo by competitive sale. The transaction will close on September 23)



Bid Comparison

Par Amount: \$24,455,000 S&P rating: "AA"
 Closing Date: September 23, 2015 Final Maturity Date: April 1, 2038

Underwriter	TIC Bid	Difference from Winning Bid	Total Principal and Interest	Difference from Winning Bid
Wells Fargo Bank, National Association	3.367%	--	\$ 36,555,294	--
Hutchinson, Shockey, Erley & Co.	3.397%	0.0303%	36,679,544	124,250
Robert W. Baird & Co., Inc.	3.404%	0.0367%	36,702,022	146,728
Citigroup Global Markets Inc.	3.419%	0.0520%	36,768,847	213,553
Bank of America Merrill Lynch	3.427%	0.0602%	36,799,406	244,112
Fidelity Capital Markets	3.432%	0.0647%	36,825,287	269,992
J.P. Morgan Securities LLC	3.466%	0.0994%	36,963,786	408,492
Morgan Stanley & Co, LLC	3.566%	0.1987%	37,364,579	809,284
Janney Montgomery Scott LLC	3.632%	0.2652%	37,646,093	1,090,799

November 4, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Series 2015 Federally Taxable Research Revenue Bond

Issue

On July 31, 2015 the Board authorized Utah State University (USU) to proceed with the sale of revenue bonds authorized by the 2015 Legislature to finance the construction of Space Dynamics Laboratory at the Innovation Campus in Logan, Utah. Bonds were issued through a negotiated sale with Piper Jaffray acting as the underwriter on September 22, 2015. The bonds closed on October 8, 2015.

The bond sale conformed to all of the parameters approved by the Regents. The following is a brief summary of the results:

- Final Par Amount of the Bonds \$19,500,000
- True Interest Cost (TIC) 4.55%
- Maximum Coupon Rate 4.75%
- Maturity Date 31 years

Additional details about the bond issue may be found in the attached Financing Summary with final pricing results in red type face.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/RPA
Attachments

**Utah State University
Research Revenue Bonds, Series 2015
Preliminary Summary Sheet**

Proposed Issue: Research Revenue Bonds

Total Approximate Issue Size: \$18,915,000 (**\$19,500,000 Final Par Amount**)

Use of Funds: To provide up to \$18,000,000 to finance the cost of constructing a new building for the Space Dynamics Laboratory; satisfy any reserve fund requirements; fund any capitalized interest amount; and pay associated costs of issuance.

Detail of Proposed Series 2015 Bonds:

Principal Amount: Not to exceed \$19,500,000
(final amount \$19,500,000)

Interest Rate: Not to exceed 5.0% **(max coupon of 4.75%, TIC of 4.55%)**

Maturity Date: Not to exceed 32 years **(31 years)**

Aggregate Discount: Not to exceed 2% **(total discount of 0.65%)**

Underwriter's Discount: Not to exceed 2% **(0.211%)**

Bond Rating: AA from S&P **(confirmed)**

Source of Repayment: Research (Indirect Cost Recovery) Revenues

Timetable Considerations: Regent approval will be sought at the July 31 meeting. The University is proceeding with plans to sell bonds soon after Regent approval is received, with a tentative sale date planned for August 13, 2015. The University anticipates selling bonds by competitive sale, and the underwriter will be whichever bidder provides the lowest borrowing cost (as a combination of interest rates and fees) to the University. The anticipated closing date is Thursday, August 27. **Bonds were sold to Piper Jaffray by negotiated sale on September 22, and closed on October 8.**

November 4, 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 September 17 & 18, 2015, Utah State University, Logan, Utah (Attachment).

B. Grant Proposals

1. University of Utah – Ed Institute of Education Sciences; “Project Fact Grades 6 to 8”; \$1,413,722. Sharlene Akemi Kiuahara Principal Investigator.
2. University of Utah – DOE National Nuclear Security Admn; “NNSA Consortium”; \$2,499,859. Tatjana Jevremovic, Principal Investigator.
3. University of Utah – US Department of Defense; “Dynamic Prosthesis Control”; \$1,294,159. Sanford G Meek, Principal Investigator.
4. University of Utah – NIH National Cancer Institute; “Symptomcare at Home”; \$5,655,273. Kathleen B Mooney, Principal Investigator.
5. University of Utah – NIH John E Fogarty International Center; “Philippine Mollusks”; \$4,150,092. Margo Genegieve Haygood, Principal Investigator.
6. University of Utah – DHHS National Institutes of Health; “Repurposing Old Scaffolds”; \$1,926,527. Ryan E Looper, Principal Investigator.
7. University of Utah – National Science Foundation; “Utah Math Master Teacher Program”; \$1,804,237. Herbert C Clemens, Principal Investigator.
8. University of Utah – DHHS Office of Minority Health; “UP!”; \$2,480,790. Anamaria Lopez, Principal Investigator.

9. University of Utah – DHHS National Institutes of Health; “Prostate R01”; \$3,716,425. Lisa Anne Albright, Principal Investigator.
10. University of Utah – DHHS National Institutes of Health; “Lipoprotein Composition”; \$3,711,860. Paul N Hopkins, Principal Investigator.
11. University of Utah – NIH National Cancer Institute; “Scalable Clinical Decision”; \$3,708,397. Guilherme Del Fiol, Principal Investigator.
12. University of Utah – NIH National Institute of Mental Health; “Adolescent Uridine Bipolar”; \$2,966,367. Douglas Gavin Kondo, Principal Investigator.
13. University of Utah – NIH National Heart Lung & Blood Inst; “Carotid MRI July 20th 2015”; \$2,963,858. Dennis L Parker, Principal Investigator.
14. University of Utah – National Science Foundation; “Ultrastructural Connectomis”; \$2,617,093. Bryan W Jones, Principal Investigator.
15. University of Utah – DHHS National Institutes of Health; “Angelucci R01 2015”; \$2,349,771. Alessandra Angelucci, Principal Investigator.
16. University of Utah – University of Illinois at Chicago; “Cook PCORI Sub Resub July 2015”; \$2,319,628. Lawrence J Cook, Principal Investigator.
17. University of Utah – NIH National Institute on Aging; “Telomere Uncapping Artery Aging”; \$1,871,990. Anthony Donato, Principal Investigator.
18. University of Utah – NIH National Institute diabetes Digest Kidney Disease; “EXPEC”; \$1,862,500. Matthew A Mulvey, Principal Investigator.
19. University of Utah – NIH National Institute Diabetes Digest Kidney Disease; “Diabetes Assoc Brain Damage”; \$1,862,500. Simon J Fisher, Principal Investigator.
20. University of Utah – DHHS National Institutes of Health; “Histone Chaperones SPT6 & FACT”; \$1,862,500. Christopher Peter Hill, Principal Investigator.
21. University of Utah – BIOGEN; “BIOGEN BIIB037 (Clarity)”; \$1,411,910. Edward Zamrini, Principal Investigator.
22. University of Utah – Saint Louis University; “Guthery SLU SUB Aug 2015”; 1,288,241. Stephen L Guthery, Principal Investigator.

23. University of Utah – NIH National Inst Diabetes Digest Kidney Disease; “Metabolism T32”; \$1,252,020. Simon J Fisher, Principal Investigator.
24. University of Utah – DHHS National Institutes of Health; “K08 Resub Olfactory Dysfunction”; \$1,208,790. Jeremiah Alt, Principal Investigator.
25. University of Utah – Howard Hughes Medical Institute; “Blaschke HHMI July 2015”; \$1,200,000. Jeannette Blaschke-Bonkowsky, Principal Investigator.
26. University of Utah – National Science Foundation; “Precision Reduction”; \$2,861,080. Ganes H Gopalakrishnan, Principal Investigator.
27. University of Utah – National Science Foundation; “Program Analysis and synthesis”; \$1,200,000. Matthew Brendon Might, Principal Investigator.
28. University of Utah – NIH National Cancer Institute; “P01 Renewal”; \$7,983,664. Kathleen B Mooney, Principal Investigator.
29. University of Utah – DHHS Agency for Healthcare Research & Quality; “Remote Labor & Delivery”; \$1,033,771. Barbara Lynn Wilson, Principal Investigator.
30. University of Utah – DHHS National Institutes of Health; “NIH MIRA JI – Novel Binding-MO”; \$1,862,500. Haitao Ji, Principal Investigator.
31. University of Utah – DHHS National Institutes of Health; “ER Stress”; \$1,472,517. Julie Hollien, Principal Investigator.
32. University of Utah – DOE Office of Science; “EBOSS and DESI”; \$1,364,864. Kyle Dawson, Principal Investigator.
33. University of Utah – DHHS National Institutes of Health; “Nanopore DNA”; \$1,108,700. Cynthia Burrows, Principal Investigator.
34. University of Utah – University of Memphis; “BCBT Replication”; \$11,942,474. Craig Bryan, Principal Investigator.
35. University of Utah – EGI Consortium; “Oceans- C&N Atlantic”; \$1,440,003. Sudeep Kanungo, Principal Investigator.

36. University of Utah – NIH National Center for Advancing Translational Sciences; “Dean U24 NCATS September 2015”; \$25,020,640. J Michael Dean, Principal Investigator.
37. University of Utah – NIH National Institute Child Health & Human Development; “Keenan R24 September 2015”; \$5,744,068. Heather Todd Keenan, Principal Investigator.
38. University of Utah – NIH National Institute Child Health & Human Development; “ASD – NUMOM2B”; \$3,902,643. Michael Sean Esplin, Principal Investigator.
39. University of Utah – DOT National Highway Traffic Safety Administration; “NEMSIS TAC”; \$3,000,000. Newell C Mann, Principal Investigator.
40. University of Utah – NIH National Institute of General Medical Science; “Cyclis Peptide Therapeutics”; \$1,862,500. Hung-Chieh Chou, Principal Investigator.
41. University of Utah – DHHS National Institutes of Health; “R01 Bosque”; \$1,862,500. Alberto Pardos, Principal Investigator.
42. University of Utah – NIH National Institute of General Medical Science; “Mitochondrial Transporters”; \$1,862,500. Adam Lucas Hughes, Principal Investigator.
43. University of Utah – NIH National Institute of General Medical Science; “Fung R35 September 2015”; \$1,856,496. Camille Fung, Principal Investigator.
44. University of Utah – William and Flora Hewlett Foundation; “HER-SL-Hewlett”; \$1,028,839. David Turok, Principal Investigator.
45. University of Utah – National Science Foundation; “ABI Development”; \$1,000,664. Janet Iwasa, Principal Investigator.
46. University of Utah – National Science Foundation; “Alter DMS/NIGMS 2015”; \$1,919,656. Orly Alter, Principal Investigator.
47. University of Utah – National Science Foundation; “Medium: Reliable Lagrangian Fe”; \$1,198,898. Peer-Timo Bremer, Principal Investigator.
48. Utah State University – US Department of Education – Office of Innovation and Improvement; “Teaching Narrative Language Skills: Starting Early and Stepping up Classroom Int”; \$2,549,163.00. Margaret Lubke, Principal Investigator.

49. Utah State University – US Department of Education – Institute of Education Sciences; “Elevating PLATEAU: Researching Teacher Effectiveness and Student Learning”; \$1,399,143. Louis Nadelson, Principal Investigator, G Sue Kasun, Co-Principal Investigator.
50. Utah State University – US Department of Education – Institute of Education Sciences; “Video and Online Interactive Coaching to Improve Responsiveness for Parents of Children with Deafbli”; \$1,469,762. Mark Innocenti, Principal Investigator, Linda Alsop, Co-Principal Investigator.
51. Utah State University – US Department of Int. – Bureau of Reclamation (BOR)”; \$2,353,790. Phaedra Budy, Principal Investigator, Mary Conner, Co-Principal Investigator.
52. Utah State University – US National Aeronautics & Space Administration; “CubeSat Ionospheric Constellation (CubIC)”; \$2,555,543. Charles Swenson, Principal Investigator, Chad Fish, Co-Principal Investigator.
53. Utah State University – Brigham Young University; “Nuclear Science and Engineering Nonproliferation Research Consortium”; \$1,445,887. Todd Moon, Principal Investigator, Jacob Gunther, Co-Principal Investigator.
54. Utah State University – US National Aeronautics & Space Administration; “MEDUSA”; \$1,885,664. Ryan Davidson, Principal Investigator.
55. Utah State University – Air Force Space and Missiles Command; “Space-Based Infrared System (SBIRS) Starer Algorithm Enhancement”; \$1,016,749.69. John Seamons, Principal Investigator.
56. Utah State University – Misc Federal Sponsors; “Remote Global GEOINT (Geospatial Intelligence) Ground (RG3) Task Order (TO) 10 – Air Force Distributed Common Ground System (AF DCGS) Virtual Imagery Processing Capability (VIP-C) (FY16) and Remote Ground Station (RGS) Tech Refresh”; \$20,233,166. Glen Wada, Principal Investigator.
57. Utah State University – UT Department of Workforce Services; “Utah Supplemental Nutrition Assistance Program-Education (SNAP-Ed) Utah State Un”; \$1,298,114. Heidi Leblanc, Principal Investigator.
58. Utah State University – US Department of Health & Human Services – National Institutes of Health; “Gray Matters: A Mobile Behavior Modification Program to Reduce Alzheimer’s Risk”; \$2,919,445. Maria Norton, Principal Investigator; Elizabeth Fauth, Travis E dorsch, W David Robinson, Julie Gast, Heidi Wengreen, Michael Lefevre, Christopher Corcoran, Joann Tschanz, Co-Principal Investigators.

59. Utah State University – Revision - Exelis Inc.; “Radiation Budget Instrument Calibration”; \$2,362,160. Joel Cardon, Principal Investigator.
60. Utah State University – Revision – Naval Research Lab; “Naval Research Laboratory (NRL) High Precision Pointing Mirror System (HPPS) Phase II”; \$-33,516.35. Jed Hancock, Principal Investigator.
61. Utah State University – Air Force; “Kokanee”; \$3,532,494. Jim Perry, Principal Investigator.
62. Utah State University – Air Force Research Laboratory; “Air Force Research Laboratory (AFRL) Indefinite Delivery/Indefinite Quantity (IDIQ) Task Order 0001: Space Situational Awareness (SSA) Sensor Development”; \$7,000,000. Tim Neilsen, Principal Investigator.
63. Utah State University – Air Force Research Laboratory; “Air Force Research Laboratory (AFRL) Task Order 0001 – Monolith CubeSat”; \$6,820,000. Robert Burt, Principal Investigator.
64. Utah State University – Air Force Research Laboratory; “Air Force Research Laboratory (AFRL) Task Order 0004 – Atomic Navigation and Timing”; \$11,000,000. John Santacroce, Principal Investigator.
65. Utah State University – Air Force Research Laboratory; “Air Force Research Laboratory (AFRL) Task Order 0005- Flexible Weapons Guided Bomb Unit-Experimental (GBU-X) Modular Open System Architecture (MOSA) Development”; \$1,300,000. John Santacroce, Principal Investigator.
66. Utah State University – Air Force Research Laboratory; “Air Force Research Laboratory (AFRL) Task Order 0002: Strip Sensor Unit (SSU) Mission Operations and Data Analysis”; \$3,549,986. John Santacroce, Principal Investigator.
67. Utah State University – Air Force Research Laboratory; “Air Force Research Laboratory (AFRL) Task Order 0006 Imaging Sensor Calibration Activities”; \$5,499,632. Alan Thurgood, Principal Investigator.
68. Utah State University – Misc Federal Sponsors; “Remote Global GEOINT (Geospatial Intelligence) Ground (RG3) Task order (TO) 11-Mobile CubeSat Command and Control (MC3) Ground Stations Software and Classroom MC3 Hardware”; \$1,456,894. Jacob Christensen, Principal Investigator.
69. Utah State University – Naval Research lab; “Naval Research Laboratory (NRL) Intelligence, Surveillance, and Reconnaissance Systems (ISRS) Task Order 0002 – Pod Data Link Transceiver Redesign (P5 ADLT)”; \$1,138,000. Brent Carlsen, Principal Investigator.

C. Awards

1. University of Utah – National Science Foundation; “NSF CISE – Cloudlab”; \$3,189,262. Robert Preston Riekenberg Ricci, Principal Investigator.
2. University of Utah – National Science Foundation; “Genomics of Resistance”; \$1,069,975. Richard M Clark, Principal Investigator.
3. University of Utah – Utah Department of Human Services; “UT IV-E Training”; \$5,019,271. Norma J Harris, Principal Investigator.
4. University of Utah – NIH National Institute Child Health & Human Development; “Postpartum Pelvic Floor”; \$1,200,501. Ingrid E Nygaard MD, Principal Investigator.
5. University of Utah – DOE National Energy Technology Lab; “Whitty DOE CLOU 2015”; \$1,880,320. Kevin J Whitty, Principal Investigator.
6. University of Utah – NIH National Center for Advancing Translational Sciences; “CCTS UL1”; \$4,094,715. Carrie L Byington, Principal Investigator.
7. University of Utah – DHHS Centers for Disease Control & Prevention; “Transmission Risks”; \$3,099,998. Matthew H Samore, Principal Investigator.
8. University of Utah – Patient Centered Outcomes Research Institute; “SCI/MS Bladder Dysfunction”; \$2,747,302. Jeremy B Myers, Principal Investigator.
9. University of Utah – Shire Human Genetic Therapies; “Shire Consultant”; \$1,953,600. Kurt H Albertine, Principal Investigator.
10. University of Utah – National Science Foundation; “NSF CISE – Cloudlab”; \$2,411,223. Robert Preston Riekenberg Ricci, Principal Investigator.
11. University of Utah – US Environmental Protection Agency; “Climate Prediction”; \$1,250,000. Michael Ernest Barber, Principal Investigator.
12. University of Utah – NIH National Institute Neurological Disorders and Stroke; “Identification and Characterization of Novel Therapeutic”; \$3,914,763. Steve H White, Principal Investigator.
13. University of Utah – National Science Foundation; “STEM Ambassador Program”; \$1,255,814. Nalini M Nadkarni, Principal Investigator.

14. University of Utah – NIH National Cancer Institute; “CCSG”; \$1,433,050. Mary C Beckerle, Principal Investigator.
15. University of Utah – DHHS Centers for Disease Control & Prevention; “Granular Modeling RFTOP2015006”; \$2,222,000. Matthew H Samore, Principal Investigator.
16. University of Utah – DHHS Centers for Disease Control & Prevention; “Epicenter Pro-Tem 2015”; \$2,200,000. Matthew H Samore, Principal Investigator.
17. University of Utah – NIH National Institute of General Medical Science; “CIBC”; \$1,231,612. Christopher R Johnson, Principal Investigator.
18. University of Utah – Utah State University; “EPSCOR RII Track1: IUTAH”; \$1,139,545. James R Ehleringer, Principal Investigator.
19. Utah State University – US Department of Education; “STARS! (science, technology, arithmetic, reading students) GEAR UP”; \$2,234,400. Eric Packenham, Principal Investigator.
20. Utah State University – US Department of Education; “Utah State University STARS! GEAR UP Partnership”; \$2,366,400. Jim Dorward, Principal Investigator, Eric Packenham, Co-Principal Investigator.
21. Utah State University – University of California at Berkeley; “Far Ultraviolet (FUV) Imager”; \$2,016,371. Erick Syrstad, Principal Investigator.
22. Utah State University – Misc Federal Sponsors; “Remote Global GEOINT (Geospatial Intelligence) Ground (RG3) Task Order (TO) 10 – Air Force Distributed Common Ground Station (RGS) Tech Refresh”: \$20,233,166.00 Glen Wada, Principal Investigator.
23. Utah State University – US National Science Foundation (NDF); “iUtah-Urban Transitions and Aridregion Hydro-Sustainability”; \$8,000,000. Michelle Baker, Principal Investigator, Douglas Jackson-Smith, Co-Principal Investigator.
24. Utah State University – Kansas State Board of Education; “Kansas TASN Project”; \$1,534,841. John Copenhaver, Principal Investigator.
25. Utah State University – US Department of Agriculture (ASDA); “2015 Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Proposal”; \$5,069,791. Teryl Roper, Principal Investigator.

26. Utah State University – DPELED: School of Teacher Education & Leadership; “Project STITCH: STEM Teaching Integrating Textiles and Computing Holistically”; \$1,091,397. Colby Tofel-Grehl, Principal Investigator, Vicki Allan, Louis Nadelson, Co-Principal Investigators.
27. Utah State University – Kansas State Department of Education; “Kansas Technical Assistance”; \$1,137,000. John Copenhaver, Principal Investigator.
28. Utah State University – UT Department of Workforce Services; “CCPDI FY 16”; \$1,927,773. Ann Austin, Principal Investigator.
29. Utah State University – US Department of Agriculture (USDA); “Multi-Disciplinary Methods for Effective, Sustainable, and Scalable Evaluations”; \$1,000,000. Carrie Durward, Principal Investigator, Paula Scott, Mateja Savoie, Heidi Leblanc, Co-Principal Investigators.
30. Utah State University – Naval Research Lab; “Naval Research Laboratory (NRL) Intelligence, Surveillance, and Reconnaissance Systems (ISRS) Task Order 0002 – Pod Data Link Transceiver Redesign (P5 ADLT)”; \$1,138,000. Brent Carlsen, Principal Investigator.

D. Academic Items Received and Approved

1. New Programs
 - Utah State University – Certificate of Proficiency in Landscape Management
 - Utah Valley University – Certificate of Proficiency in Financial Planning
 - Utah Valley University – Certificate of Proficiency in Music Technology
 - Utah Valley University – Certificate of Proficiency in Professional Sales
 - Utah Valley University – Elementary STEM Endorsement Program
2. New Center
 - The University of Utah – Center for Law and Biomedical Sciences
 - Dixie State University – STEM Center for K-12 Education
3. Name Change
 - Utah Valley University – Associate of Applied Science in Drafting Technology to Associate of Applied Science in Engineering Design Technology
 - Utah Valley University – Associate of Science in Drafting Technology to Associate of Science in Engineering Design Technology
 - Utah Valley University – Technology Management Emphasis – Drafting Technology to Technology Management Emphasis – Engineering Design Technology
4. Three-Year Review
 - Utah Valley University – Bachelor of Music in Performance
 - Utah Valley University – Bachelor of Science in Computer Engineering

- Utah Valley University – Master of Science in Nursing
5. Seven-Year Review
- The University of Utah – Department of Film and Media Arts
 - The University of Utah – Department of Mathematics
 - The University of Utah – Division of Nutrition
 - The University of Utah – Middle East Studies Program

David L. Buhler
Commissioner of Higher Education

DLB/LO
Attachment

STATE BOARD OF REGENTS
UTAH STATE UNIVERSITY, LOGAN, UTAH
TAGGART STUDENT CENTER
THURSDAY, SEPTEMBER 17, 2015

Contents of Minutes

Attendance 1
Presentation of USHE Institutional State Funded & Non-State Funded Capital Development Projects 2
Adjournment 2

DRAFT

STATE BOARD OF REGENTS
UTAH STATE UNIVERSITY, LOGAN, UTAH
TAGGART STUDENT CENTER
THURSDAY, SEPTEMBER 17, 2015

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
Nina R. Barnes
Bailey Bowthorpe
Wilford W. Clyde
Patricia Jones
Steven Lund
Robert S. Marquardt
Harris H. Simmons
Mark R. Stoddard
Teresa L. Theurer
Joyce P. Valdez

Regents Absent

France A. Davis, Vice Chair
Jesselie B. Anderson
Leslie Brooks Castle
Marlin K. Jensen
Steve Moore
Jefferson Moss
Robert W. Prince
John H. Zenger

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education
Gregory Stauffer, Associate Commissioner for Planning, Finance and Facilities

Institutional Presidents Present

David W. Pershing, University of Utah
Stan L. Albrecht, Utah State University
Scott L. Wyatt, Southern Utah University
Gary L. Carlston, Snow College
Matthew S. Holland, Utah Valley University
Richard B. Williams, Dixie State University
Deneece G. Huftalin, Salt Lake Community College

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

Chair Campbell called the meeting to order at 1:03 p.m. He welcomed the newest regents and recognized Steve Lund who was attending his first meeting. He then turned the time over to Associate Commissioner Greg Stauffer and chair of the Facilities Committee, Regent Marquardt.

Regent Marquardt thanked the capital prioritization committee which includes himself, Regent Stoddard, Regent Barnes and Regent Clyde for their work. He noted over the last month or so they have visited each of the projects that are up for consideration. He stated this is a very tough assignment for the Board of Regents because every project deserves to be funded. He also thanked Greg Stauffer, Ralph Hardy and Rich Amon for their work in organizing the tour and working on the scoring process. Regent Marquardt then turned the time over to the institutions for their presentations.

The Regents heard presentations on the following proposed state-funded projects:

- University of Utah – Medical Education & Discovery (MED)/Rehabilitation Hospital (Dr. Vivian Lee)
- Utah State University – Biological Sciences Building (President Stan Albrecht)
- Weber State University – Social Sciences Building Renovation (Norm Tarbox)
- Southern Utah University – New Business Building (President Scott Wyatt)
- Dixie State University – Human Performance/Student Wellness Center (President Richard Williams)
- Utah Valley University – Performing Arts Building (President Matthew Holland)
- Salt Lake Community College – Career & Technical Education Center at Westpointe (President Denece Huftalin)

The Regents heard a presentation on the following proposed Non-state funded project:

- University of Utah – David Eccles School of Business Executive Education Center (Dr. Taylor Randall)

Regent Marquardt stated this is an agonizing process and these are all very important buildings. The committee will meet after this meeting and bring their recommendation back to the board tomorrow for approval.

Chair Campbell thanked the committee for their hard work. He stated he believes one of the most important responsibilities the regents have is their selection of presidents and noted they have done a great job. He thanked the presidents for their work on the projects. He asked if there were any questions for the committee. No questions were asked.

No action was taken on this item at this time. The board will vote to approve the prioritization of the projects during the Committee of the Whole September 18, 2015.

The Committee of the Whole adjourned at **2:49 p.m.**

Loreen Olney, Executive Secretary

Date Approved: November 13, 2015

STATE BOARD OF REGENTS
 UTAH STATE UNIVERSITY, LOGAN, UTAH
 TAGGART STUDENT CENTER
 FRIDAY, SEPTEMBER 18, 2015

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University of Utah – Report on Savings from Consolidation into the General Revenue Bond System
USHE – 2014-15 End-of-Term Enrollments
USHE – Annual Report of Foreign Gifts and/or Donations to USHE Institutions

Adjournment 5

DRAFT

STATE BOARD OF REGENTS
UTAH STATE UNIVERSITY, LOGAN, UTAH
TAGGART STUDENT CENTER
FRIDAY, SEPTEMBER 18, 2015

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
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Harris H. Simmons
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Regents Absent

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Office of the Commissioner

David L. Buhler, Commissioner of Higher Education
Gregory Stauffer, Associate Commissioner for Planning, Finance and Facilities
Elizabeth Hitch, Associate Commissioner for Academic Affairs

Institutional Presidents Present

David W. Pershing, University of Utah
Stan L. Albrecht, Utah State University
Scott L. Wyatt, Southern Utah University
Gary L. Carlston, Snow College
Matthew S. Holland, Utah Valley University
Paul Morris on behalf of Richard B Williams, Dixie State University
Deneece G. Huftalin, Salt Lake Community College
Madonna Miner on behalf of Charles Wight, Weber State University

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

Chair Campbell called the meeting to order at 1:03 p.m. He excused the Regents who are absent and thanked those present. Move to President Albrecht for the State of the University report.

State of the University

President Albrecht gave a report on the state of Utah State University, highlighting the quality of the university and noted the institution is recognized as being in the top 3% worldwide. The university has

doubled applications over the last 5 years resulting in increased enrollments. They have focused on STEM initiatives and noted their number one program is mechanical engineering. They have seen dramatic growth in online course work. They are also focusing on increasing enrollment during summer terms and have seen a 10% increase. Additionally, they are focusing on completion rates by tracking and following up on students. For the second year in a row the university has broken records in terms of research funding, with this year being over 230 million dollars.

Oath of Office

Having been appointed to the Board of Regents, Steve Lund took the oath of office.

Chair Campbell then turned the time over to Commissioner Buhler to recognize new staff in the Office of the Commissioner. Commissioner Buhler noted that his office is now fully staffed and introduced new staff in attendance.

General Consent Calendar (TAB T)

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

- A. Minutes – Minutes of the Board meeting July 17&18, 2015, Utah State University.
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved

Approval of Calendar for 2016-17 Board of Regent Meetings (TAB U)

Regent Theurer motioned to approved, was seconded by Regent Barnes and the motion passed.

USHE – Institutional State Funded Capital Development Projects for 2016-17 (TAB V)

Regent Marquardt noted this process is very hard and all projects deserve to be funded. He stated last year they tried a new approach and packaged the top four projects together; two were funded. This year they did but together an overriding theme and relied heavily on the CDP scoring process, the same process that has been used for years. The ranking is: Salt Lake Community College, Center at Westpointe; Utah Valley University, Performance Arts Building; Weber State University, Social Science Building; Southern Utah University, New Business Building; University of Utah, Medical School Complex; and tied for 6th place is Utah State University and Dixie State University. **Regent Marquardt made a motion to approve;** Regent Theurer questioned why we would steer away from STEM. Regent Marquardt responded stating that STEM is still a consideration and is awarded priority points, although they did not award additional discretionary points for STEM. He also noted last year was a one year experiment hoping to get more funding and there were no plans to continue that. Chair Campbell asked Greg Stauffer to review the scoring process. Greg Stauffer reviewed and explained in detail the process of assigning points and ranking. Chair Campbell noted we need to press the legislature this year for more funding. Regent Theurer questioned the way some of the points were assigned. Regent Marquardt explained the process of assigning points is defined by the CDP scoring process. Commissioner Buhler noted six points separate all projects and it shows how critical all the projects are. **Chair Campbell noted the motion to approve by Regent Marquardt, was seconded by Regent Barnes, Regent Theurer opposed, the motion carried.**

USHE – Institutional Non-State Funded Capital Development Projects and Land Bank Requests for 2016-17 (TAB W)

Regent Marquardt motioned to approve, seconded by Regent Barnes and the motion carried.

USHE – 2016-17 Operating Budget Request (TAB N)

Commissioner Buhler noted one of the roles of the Regents is to adopt each year a unified budget recommendation and submit to the Governor and legislature, with the dual objective of being consistent with the needs of higher education and also the state's financial ability to pay. Commissioner Buhler reviewed the budget request as outlined in TAB N. Regent Marquardt noted Finance & Facilities discussed this in their committee meeting and voted unanimously to approve it. **Regent Marquardt motioned to approve, Regent Stoddard seconded and the motion carried.**

Reports of Board Committees

Academic and Student Affairs Committee

Southern Utah University – Master of Music in Music Technology with Emphases in Performance Technology and Studio Technology (TAB A)

Regent Theurer noted this is the first of its kind in the state. **Regent Theurer motioned to approve as outlined in TAB A, seconded by Regent Valdez and the motion carried.**

Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports (TAB B)

Regent Theurer briefly described the changes. **Regent Theurer motioned to approve as outlined in TAB B, the motion was seconded by Regent Marquardt and the motion carried.**

Institutional Completion Update: Utah State University (TAB C)

Utah Scholars Initiative Annual Report (TAB D)

StepUP to Higher Education Website Update (TAB E)

The New College Guide (TAB F)

Benchmarks for Graduate Level Programming (TAB G)

Regent Theurer noted each report was great and encouraged others to review them. These are information items only; no action was taken.

Finance/Facilities Committee

Utah State University – Campus Master Plan (TAB H)

Regent Marquardt noted a group of Regents toured the campus and stated it was very helpful.

Revision of Policy R541, Management and Reporting of Institutional Investments (TAB I)

Regent Marquardt reviewed the language change and noted the changes were approved in committee.

University of Utah – Endowment Pool Investment Guidelines and Implementation Strategy (TAB J)

Regent Marquardt noted University of Utah wants to increase the performance of their endowment fund and they hired the Fund Evaluation Group to help develop this strategy. The change being recommended is to allow more alternative investments. These fall into three categories; high yield, private equity, and hedge funds. The committee supports these changes. **Regent Marquardt moved to approve both the Revision of Policy R541 as outlined in TAB I and University of Utah – Endowment Pool Investment Guidelines and Implementation Strategy as outlined in TAB J, Regent Marquardt also moved to approve Utah State University Campus Master Plan as outlined in TAB H, seconded by Regent Theurer and the motion carried.**

University of Utah – Rio Mesa Center Property Gift TAB K

Regent Marquardt briefly reported on this item and motioned to approve as outlined in TAB K, seconded by Regent Simmons and the motion carried.

University of Utah – Red Butte Garden Horticulture Compound (TAB L)

Regent Marquardt briefly reported on this item and noted this project will be entirely funded by donations and no O&M will be requested. **Regent Marquardt moved to approve, seconded by Regent Simmons and the motion carried.**

Utah Valley University – Autism Building and Basketball Practice Facility (TAB M)

Regent Marquardt noted this is a non-state funded project with costs being covered by donations. He noted this needs approval by the Regents, but not the legislature. **Regent Marquardt moved to approve, Regent Barnes seconded and the motion carried.**

USHE – 2016-17 Operating Budget Request (TAB N)

Regent Marquardt noted this item has already been covered by Commissioner Buhler and approved.

Programming and Design of USHE Facilities Prior to Funding (TAB O)

Regent Marquardt briefly reported on this item. This is information only and no action is needed.

Follow-up Audit of Higher Education's Management Practices for Operation and Maintenance Funding (TAB P)

Regent Marquardt briefly described the item. This is information only and no action is needed.

University of Utah – Report on Savings Accrued from Consolidation into the General Revenue Bond System (TAB Q)

Regent Marquardt noted this has resulted in significant savings; since 2013 a refunding savings in excess of 25 million, with a present value savings of over 13 million. They have raised their bond ratings from double A2 to double A1. This is information only and no action is needed.

USHE – 2014-15 End-of-Term Enrollments (TAB R)

Regent Marquardt reported briefly on this. This is information only and no action is needed.

USHE – Annual Report of Foreign Gifts and/or Donations to USHE Institutions (TAB S)

Regent Marquardt briefly reported on this. This is information only and no action is needed.

Minutes of Meeting
September 17, 2015
Page 5

It was moved by Regent Stoddard and seconded by Regent Simmons to meet in Executive Session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals, pending or reasonably imminent litigation, and the possible sale of real property. The motion carried.

The Board of Regents met in Executive Session until 3:45 p.m.

Loreen Olney, Executive Secretary

Date Approved: November 13, 2015