STATE BOARD OF REGENTS
UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
S.J. QUINNEY COLLEGE OF LAW
FRIDAY, JANUARY 22, 2016

AGENDA

7:30 – 8:50 AM   BREAKFAST MEETING – STATE BOARD OF REGENTS, UNIVERSITY OF UTAH
BOARD OF TRUSTEES, PRESIDENT PERSHING, COMMISSIONER BUHLER
Location: Moot Courtroom

9:00 – 10:00 AM   INFORMAL DISCUSSION
Location: Moot Courtroom

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
Regent Robert W. Prince, Chair
Location: Flynn Faculty Workshop

ACTION:

1.	Weber State University – Master of Science in Respiratory Therapy	TAB A
2.	Utah Valley University – Bachelor of Arts in Humanities	TAB B
3.	Utah Valley University – Bachelor of Arts/Science and Minor in Human Resource Management	TAB C
4.	Utah Valley University – Bachelor of Science in Digital Marketing	TAB D
5.	Utah Valley University – Bachelor of Science in Special Education	TAB E
6.	Policy R312 – *Configuration of the Utah System of Higher Education Institutional Missions and Roles*	TAB F
7.	Revision: College and Career Readiness Recommendations	TAB G

CONSENT:
Please see the General Consent Calendar at TAB BB

INFORMATION:

1.	Career and Technical Education (CTE) Annual Report	TAB H
2.	Engineering and Computer Technology Initiative Annual Report	TAB I
3.	Credit for Completion of Peace Officer Standards and Training Academy	TAB J
4.	Utah College Application Week Report	TAB K
5.	StepUp READY Grants Report	TAB L
6.	Institutional Completion Update: The University of Utah	TAB M

FINANCE/FACILITIES COMMITTEE
Regent Robert S. Marquardt, Chair
Location: Room 6323

ACTION:

1.	University of Utah – Campus Master Plan Approval	TAB N
2.	University of Utah – Ambulatory Care Complex and Orthopaedic Center Series 2016 Revenue Bond Issue	TAB O
3.	Dixie State University – Peer Institution List	TAB P

11:30 – 1:00 PM   **LUNCH**
Location: Multipurpose Room (Rooms 6619 & 6613)

1:00 – 1:30 PM   **GOVERNOR HERBERT**
Location: Moot Courtroom

1:30 – 2:00 pm   **STATE OF THE UNIVERSITY – PRESIDENT PERSHING**
Location: Moot Courtroom

2:00 – 3:00 PM   **COMMITTEE OF THE WHOLE**
Location: Moot Courtroom

3:00 – 3:15 PM   **TRANSITIONAL BREAK**

3:15 – 4:15 pm   **EXECUTIVE SESSION**
Location: Flynn Faculty Workshop

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.

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: <u>Weber State University – Master of Science in Respiratory Therapy</u>

<u>Issue</u>

Weber State University (WSU) requests approval to offer a new Master of Science in Respiratory Therapy (MSRT), effective Fall Semester, 2016. The WSU Board of Trustees approved the program September 1, 2015.

<u>Background</u>

The MSRT program is designed to prepare advanced-practice respiratory care practitioners as department or clinical administrators, asthma educators and/or college-level faculty, and clinical researchers. The program is designed to be taken by students who possess a bachelor's degree in respiratory therapy with a registered respiratory therapy professional credential. Individuals with related baccalaureate degrees who are registered respiratory therapy professionals could also be admitted to the program. The program will provide students with an option to specialize in one of three areas: 1) health administration, 2) education, and 3) research.

The institution reported that program advisory committee members expressed interest in hiring graduates with master's degree preparation for upper-level positions, particularly in management and supervision of other respiratory therapy professionals. Utah's largest healthcare employer, Intermountain Healthcare, prefers management personnel to have earned a master's degree.

The Occupational Explorer published by the Utah Department of Workforce Services (http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do;jsessionid=86989977349F11B78451A0F20D1B9136) described respiratory therapy (SOC code 29-1126) as a four-star occupation with median statewide earnings of $56,960, and 30 annual job openings (based on a 10-year projection). At the time this report was prepared, Occupational Explorer showed 27 open positions (full-time and part-time) for respiratory therapists in Utah. It is anticipated that professionals prepared at the master's degree level, especially those entering managerial level positions, will have income opportunities greater than the median earnings of practicing therapists.

Currently, no master's degree program in respiratory therapy exists in Utah. Undergraduate programs are provided at Dixie State University and Weber State University. The nearest MSRT programs are at California and Texas. The program at WSU will be the ninth MSRT program in the nation. The design of

the WSU program took into account information published by the Coalition of Baccalaureate/Graduate Respiratory Therapy Education and the American Association of Respiratory Care.

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Policy Issues
</div>

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

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Commissioner's Recommendation
</div>

The Commissioner recommends the Board of Regents approve Weber State University's request to offer the Master of Science in Respiratory Therapy.

_____
David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Section I: The Request

Weber State University requests approval to offer a Master of Science in Respiratory Therapy (MSRT) effective fall semester 2016. The WSU Board of Trustees approved the program September 1, 2015.

Section II: Program Description

Complete Program Description

The MSRT program is designed to prepare advanced-practice respiratory care practitioners as 1) department or clinical administrators, 2) asthma educators and/or college-level faculty, and 3) clinical researchers employed within a variety of healthcare institutions. Two of five advanced-practice credentials [Certified PFT (CPFT) or Registered PFT (RPFT), Sleep Disorders Specialist (SDS) or Registered Polysomnographic Technologist (RPsgT), Adult Critical Care Specialist([ACCS), Neonatal/Pediatric Specialist (NPS), and Asthma Educator (AE-C)] relative to practitioner expertise are required for completion of the degree. Additionally, specific concentrations/emphases of practice will prepare students for advanced careers in respiratory care. These concentrations are specifically intended for individuals with clinical experience pursuing advanced career pathways in administration, as consultants or educators, or as clinical researchers. Master of Science in Respiratory Therapy graduates participate in the health care arena as advanced-practice professionals, life-support specialists prepared to provide guidance and administrative leadership to departments. The Program prepares consultants and educators throughout the educational processes and develops leaders in research, management, and coordinators of respiratory care services.

The MSRT degree consists of 36 credit hours beyond the earned baccalaureate degree. This includes core courses in medical writing, medical pathophysiology, and medical ethics and law (nine credits). It also provides a mechanism to earn two advanced-practice specialty credentials. Only 21% of potential students surveyed (3/13) reported having a specialty credential whereas 88% indicated an interest in pursuing two or more specialty credentials associated with the completion of an MSRT degree. Additionally, one emphasis concentration chosen by the student from departmental administration, education, or clinical research (nine credits per concentration) is required. MSRT students are required to complete six credits as a capstone project, incorporating research principles learned throughout the curriculum. The MSRT program is developed with hybrid and on-line courses. This means the majority of coursework will be online with a few scheduled classroom experiences dependent on the chosen area of concentration/emphasis.

Purpose of Degree

The program meets employer-driven mandates to provide a career pathway for practitioners with requisite skill and knowledge to perform as advanced-practice clinical providers, hospital or clinic department managers, patient assessment experts as clinical educators, or to direct evidence-based research opportunities in the field of Respiratory Therapy. Additionally, practitioners can increasingly act as physician resources to provide consultation and/or evaluate best-practice protocols since as clinical researchers they will develop and improve treatment procedures in cardiopulmonary medicine.

Supervisory, administrative, department management, and faculty positions often require master's preparation.

Perspective students have indicated that they have pursued graduate degrees in other fields and institutions in order to meet the degree requirements necessary for career advancement.

Courses will be taught primarily online with the exception of Master of Health Administration hybrid courses and Master of Education courses that are only offered face-to-face. This format will be an asset to practicing respiratory therapists who may find coordinating their work schedule with face-to-face courses difficult. Additionally, an online format will attract respiratory therapists from surrounding states who want to pursue an MSRT degree.

Institutional Readiness

This proposed Master of Science degree in Respiratory Therapy will not affect the current administrative structure of the department. Professional advancement is based on a career ladder concept of evolving competencies in the profession and by student interest in developing advanced-practice credentials to provide opportunities in administrative capacities, education, and consulting and/or research opportunities in health care. Prior to the 2007-08 academic year the WSU respiratory therapy program averaged 26-28 associate and bachelor degrees awarded. In 2010-11, that number rose to 124, making a degree in Respiratory Therapy 7th in terms of the number of degrees awarded at Weber State University. The proposed Master of Science degree would be part of the institutional career ladder for a growing number of graduates. Emphasis or professional track options for curricular inclusion have been proposed in collaboration with the Masters of Health Administration (three courses) and Masters of Education (three courses) programs. The respiratory therapy department chair would perform administrative oversight for the new program during the first year and by the program director thereafter.

Departmental Faculty

Department Faculty Category	Dept Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dept Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	3	1	4
Full-time Non-Tenured		1	1
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			

Department Faculty Category	Dept Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dept Faculty Headcount at Full Program Implementation
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	3	1	4
Full-time Non-Tenured	1	1	2
Part-time Tenured			
Part-time Non-Tenured			
Total Department Faculty FTE *(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")*	4	2	6

Staff
The administrative staff needed for the proposed program can be fulfilled by the addition of one full-time (10 month) advising/admissions support staff added to the current administrative support (office specialist) structure in the first year and by hourly, part-time (10-12 hrs./week) work study students in subsequent years.

Library and Information Resources
The Stewart Library provides a broad range of information and resources in support of WSU's mission and goals. Discipline specific services in respiratory therapy and allied health are provided at the Stewart Library on-campus and at the WSU-Davis Library/Information commons. Additionally, internet searches can be performed by enrolled students for database searches and other library services in remote sites for off-campus students. Collections include print, electronic, and audio-visual resources as well as access to an increasingly large number of research databases, full-text journals, and books. Day, evening and weekend hours are maintained to accommodate patron needs on site at both campus locations.

To ensure that the library's on-line resources are relevant to curricular needs, a librarian is assigned to the Dumke College of Health Professions. This subject librarian collaborates with faculty to develop a collection and consults on titles regularly to assess needs in the health professions specifically. In addition to collection management and faculty liaison responsibilities, subject librarians provide course-integrated instruction to help inform students and faculty of library resources and other services available in their areas of interest.

Admission Requirements
Admission to the program requires a bachelor's degree from a regionally accredited institution of higher education in Respiratory Therapy and a registered respiratory therapy (RRT) credential. Research emphasis will require a basic statistics course (MATH 1040-Intro to Statistics or equivalent) prior to admission.

Criteria to be considered for acceptance into the program include:
- Undergraduate GPA
- Minimum GPA of 3.00 on the last 60 semester hours (90 quarter hours) of approved undergraduate/graduate course work *or*
  if less than GPA of 3.00 on the last 60 semester hours (90 quarter hours) a minimum score of either 396 on the Miller's Analogies Test (MAT) or 480 each on the Verbal, Quantitative, Analytical portions of the Graduate Record Examination (GRE)
- 3 Letters of recommendation

Additional requirements for International Students

All international students and any applicant educated outside the United States must demonstrate proficiency in English and register with WSU's International Office. Those whose native language is not English must submit official scores from the Test of English as a Foreign Language (TOEFL) of 600 (paper-based), or 76 (computer-based). The score may not be more than two years old.

Student Advisement

A program advisor will be appointed by the department chair from graduate faculty in the department (i.e., those holding terminal degrees in their field). All candidates will consult with their program advisor once per semester.

Justification for Graduation Standards and Number of Credits

Total required credits for the degree is 36. This is consistent with Board of Regents policy and within the range of credit hours for master degrees offered at Weber State University.

External Review and Accreditation

The curriculum is based on a national curriculum model (DACUM) developed at Ohio State University, in consultation with the Coalition of Baccalaureate/Graduate Respiratory Therapy Education. The WSU curriculum model is commensurate to programs at Northeastern University (Boston, MA) and at the University of Texas Medical Branch, (Galveston, TX) and has been reviewed by the WSU Respiratory Therapy Advisory Board, which consists of physician medical directors, clinical department managers in the field, faculty, and community members throughout the Wasatch Front and the western region. Ongoing discussion for accreditation standards are currently being articulated by the Commission for Accreditation for Respiratory Care in conjunction with regional education curricula for advanced-practice programs.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates **in Proposed**	X	X	16	20	20	20
Total # of Declared Majors **in Proposed Program**	X	16	36	40	40	40
Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty	4	4	5	5	6	6
Total Department Student FTE (Based on Fall Third Week)	71	87	110	115	115	115
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	18	28	22	23	19	19

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

Expansion of Existing Program

The proposed curriculum is a professional degree-enhancement program not subject to accreditation at the present time. Following the 2009-10 academic year and on the advice of accreditation visitors, the program reconfigured 11 upper division credit hours above the associate degree (AS) degree and required a baccalaureate degree for program completion. The MSRT program is an expansion of the existing entry-level program and includes curricular goals consistent with workforce requirements and national education mandates. Of the 400 programs nationally (350 at the AS degree), Weber State's program is one of 50 baccalaureate and just eight Master's degree programs in the country serving as a leader and model for the respiratory therapy profession. The undergraduate program enrolls 45-50 students each year and has 65 student credit hours (SCH's) per student enrolled. Accreditation requirements specify that graduates complete the program prior to professional credentialing. The program's enrollment figures for the last five years reflect continuous enrollment growth. They are as follows:

	Head Count	SCH's	AAS Grads	AS Grads	BS Graduates
2007-08	95	3,096	35	27	17
2008-09	87	2,586	37	34	15
2009-10	118	3,086	37	35	38
2010-11	129	3,086	49	25	50
2011-12	150	4,086	64	22	64

Section III:
Need

Program Need

A Master of Science degree in Respiratory Therapy will help meet the demand within the state of Utah and regionally for advance-practice skill and knowledge above that offered for an entry-level prepared practitioner, provide instruction for department managers in health administrative services, develop potential faculty and/or patient educators, and encourage mid-level consultants and researchers in the profession for the future. Employer-mandated education in this field coupled with the availability of a well prepared student population will combine to produce practitioners with requisite skills to function in a changing healthcare environment. Historically, the profession has offered few opportunities to advance and grow beyond entry into the profession. Skilled professionals who desire advancement have otherwise pursued pathways outside the profession as physician assistants, cardiopulmonary perfusion technologists, anesthesiology assistants, or nurse anesthesiologists and are limited in advanced training opportunities because the curriculum terminates once entry-level credentials are achieved. Most other health professions (nursing, radiology, pharmacy, physical therapy, athletic training), by contrast, have formal career pathways to advance professionally or pursue advance-practice clinical skills formally tied to education. By following these pathways, practitioners move to increasingly higher levels of responsibilities, authority, and autonomy to practice as physician extenders in various healthcare environments.

Career pathways in the MSRT program foster continued professional development. It is anticipated that the MSRT program will encourage recruitment and longevity in the field by providing individuals with tangible rewards for pursuing additional education.

As the Respiratory Therapy profession attempts to recruit and retain practitioners, the inability to offer opportunities to continue learning has become an obstacle. Potential students may be deterred from pursuing a particular profession because there is no clear pathway toward advanced-practice goals or increasing career objectives after entry into the field (i.e., in department management, teaching, consulting or evidence-based research). To overcome this perception, the Respiratory Therapy department must develop a realistic career pathway at the institutional level for professional growth and personal satisfaction.

Labor Market Demand

Advisory committee members for the Respiratory Therapy program (consisting of department managers, administrators, physician advisors, and community interests along the Wasatch Front) have expressed particular interest in hiring graduates with master's degree preparation. Utah's largest healthcare employer, Intermountain Healthcare, recently raised employment requirements for supervisory personnel to, at minimum, a baccalaureate degree. Management personnel requirements have been increased to prefer a master's degree. As the largest healthcare provider in the state, Intermountain Healthcare is leading the way with a corporate strategic plan which has resulted in preparing for future respiratory therapy advanced-practice positions based on national AARC 2015 recommendations for future job requirements. This necessitates preparation of practitioners with skill and knowledge at the graduate level.

The national employment projection for respiratory therapy is 12% higher than the average for all occupations. According to recent statistics published by the U.S. Bureau of Labor and Statistics (BLS), employment projections for respiratory therapists are expected to increase by 14,900 positions between 2014 – 2024 (http://www.bls.gov/ooh/healthcare/respiratory-therapists.htm).

The Occupational Explorer published by the Utah Department of Workforce Services (http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do;jsessionid=86989977349F11B78451A0F20D1B9136) described respiratory therapy (SOC code 29-1126) as a 4 star occupation with median statewide earnings of $56,960, and 30 annual job openings (based on a 10-year projection). At the time this report was prepared, Occupational Explorer showed 27 open positions (full-time and part-time) for respiratory therapists in Utah. It is anticipated that professionals prepared at the master's degree level, especially those entering managerial level positions, will have income opportunities greater than the median earnings of practicing therapists.

Growth in the middle-aged and elderly population will lead to an increased incidence of respiratory conditions such as emphysema, chronic bronchitis, and asthma (recognized as chronic obstructive pulmonary disease, and the fourth leading cause of premature death in the United States), pneumonia, bronchogenic carcinoma, and other respiratory disorders that permanently damage the lungs or restrict lung function. These factors will lead to an increased demand for respiratory therapy services and treatments that require expertise in pulmonary pathology, mostly in hospitals and nursing homes. In addition, advances in preventing and detecting disease, improved medications, and more sophisticated treatments and life-support technology will increase the demand for respiratory therapists in the future. Other conditions affecting the general population, such as smoking, air pollution, and respiratory emergencies, will continue to create a demand for highly skilled respiratory therapists.

Student Demand

Given job prospects in a growing field (over 1,200 licensed practitioners in Utah and approximately 26,800 in 10 western states) and the number of students increasingly seeking graduate work in health profession careers, strong student demand is anticipated for this program.

The institution noted that a recent survey of Utah's associate and baccalaureate respiratory therapy graduates returned 137 respondents (over 10% of Utah's workforce) and found that 70% indicated they are likely or somewhat likely to continue to advanced their career pathway in the next two years by earning additional

educational credentials.

Similar Programs
The Master of Science program in Respiratory Therapy will be the only master's degree program of this type in the state of Utah and the ninth in the United States. Weber State University is uniquely positioned in the Western region to offer career advancement opportunities for respiratory therapy professionals. Offering curricula on-line and in hybrid formats for 90% of the program (two Master of Education courses and two Master of Health Administration courses will need to be taken on-site), courses are offered in sequences with minimal travel to campus required. Given the growing job prospects for masters-level graduates in the field and anticipating future demand from patient populations in healthcare environments, the institution expects strong demand for the program.

Collaboration with and Impact on Other USHE Institutions
Currently, there is one other accredited Respiratory Therapy program in Utah at Dixie State University (DSU). The respiratory therapy curriculum at DSU terminates at the associate degree level. The proposed program at WSU would serve as a bridge for a small number of graduates who may be interested in pursuing select doctoral programs at other institutions. The program has been reviewed by the other USHE institutions and received clearance from the Chief Academic Officers to move forward to the Board of Regents.

Benefits
A master's degree curriculum in respiratory therapy will allow interested students to fulfill their educational goals for professional development and meet labor market demand. It is anticipated that a well-designed master's degree program will prepare advanced practice care practitioners for upwardly mobile careers. Increasing need for this program in Utah and throughout the Western region is evidenced by the Coalition of Baccalaureate/Graduate Respiratory Therapy Education mandates and by state licensure boards (i.e., North Carolina, Ohio, New York Illinois and California) that are increasingly advancing the notion of respiratory therapists prepared at the master's degree level.

Consistency with Institutional Mission
The mission of Weber State University is to "offer associate, baccalaureate, and master degree programs in a broad variety of liberal arts, sciences, technical and professional fields." The university provides educational experiences for its students through extensive personal contact among faculty, staff, and students in and out of the classroom. To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community-based learning experiences in an environment that encourages freedom of expression while valuing diversity. Consistent with this mission, a Master of Science in Respiratory Therapy will help prepare students for advanced respiratory care practice and will prepare professionals for advanced positions within this heath care specialty.

Section IV: Program and Student Assessment

Program Assessment
Goals of the program include successful completion of core courses in medical writing, medical pathophysiology, and medical ethics and law. Students will complete one area of emphasis in health administration, education, and/or research. Additionally, the student will successfully credential in two advanced-practice specialties prior to graduation. A graduate thesis will be evaluated by an advisory committee comprised of 3 faculty members as a capstone project. Students will be encouraged to publish their results in a peer-reviewed journal.

Assessments of the program will include reporting to the graduate faculty, medical advisor, and advisory committee the following data:

- Admission, attrition, and graduation reports.
- Student course evaluations.
- Number of graduates employed in respiratory therapy field.
- Graduate surveys of student experiences in the program.
- Employer surveys of student skills.
- National certification of specialty exams.
- Subject to institutional program review.
- Coalition for Baccalaureate/Graduate Respiratory Therapy Education curriculum review.

A program advisor will be responsible to advise and track progress toward degree completion.

Expected Standards of Performance

Standards and competencies are currently under development by the national credentialing agency, the Commission of Accreditation for Respiratory Care (CoARC). The program faculty is fully engaged in assessing standards and addressing the commission in written feedback of drafts sent out for review. The program participates in and advises the commission on proposed standards and will expect to be in full compliance when accepted by the CoARC Board of Directors.

The program will meet or exceed the following benchmarks established by the development of graduate accreditation standards:

- 70% of graduates employed CoARC standard).
- 80% of students "satisfied" or "very satisfied" on Likert Scale on evaluation of program (program graduate evaluation in CoARC accreditation survey).
- 80% of employers "satisfied" or "very satisfied" on Likert Scale with perception of graduates' skill (program employer survey in CoARC accreditation survey).

Section V: Finance

Department Budget

5-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	$ 309,735	$49,695	$359,430	$82,188	$441,618	$58,832	$500,450
Benefits	128,748	$16,240	144,988	$35,341	180,329	$25,298	$205,627
Total Personnel Expense	$ 438,483	$65,935	$504,418	$117,529	$621,947	$84,130	$706,077
Non-Personnel Expense							
Travel	$ 3,500	$2,000	$5,500	$1,000	$6,500		$6,500
Capitol							
Library	2,000	500	2,500	500	3,000		3,000
Current Expense	17,228	10,000	27,228		27,228		27,228
Total Non-Personnel Expense	22,728	$12,500	$35,228	$1,500	$36,728	0	$36,728

Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
5-Year Budget Projection							
Total Expense (Personnel + Current)	$ 461,211	$78,435	$539,646	$119,029	$658,675	$84,130	$742,805
Departmental Funding							
Appropriated Fund	$ 461,211	$43,168	$504,379	$73,358	$577,737	$73,338	$651,075
Other: Tuition							
Special Legislative Appropriation							
Special Fees/ Differential Tuition		$35,267	$35,267	$45,671	$80,938	$10,792	$91,730
Total Revenue	$ 461,211	$78,435	$539,646	$119,029	$658,675	$84,130	$742,805
Difference							
Revenue - Expense	0	0	0	0	0	0	0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected"	216.53		223.18		229.66		250.10

Notes: Year 1 Staff @ $25,500 plus Instructional Wage for overload at $18,000 + 2% increase on previous salaries and wages. Year 2 includes a new faculty member at $60,000 plus $15,000 Instructional Wage + 2% increase on previous salaries and wages. Year 3 includes a new enrollment director at $50,000 plus 2% increase on previous salaries and wages.

Year 1 Benefits @ 43% for staff plus 15% for wages. Year 2 new faculty at 43% + 15% for wages. Year 3 new enrollment director at 43%

Revenue allows for a 2% increase in tuition/differential per year. Graduate tuition is included in Appropriated Fund as it will be built into the base budget for the department.

Funding Sources

It is expected that the new program will generate sufficient funds to support program growth through existing resources and tuition structures.

Reallocation

The proposed program is an advanced career pathway for the Respiratory Therapy profession. No reallocation of budgeted funds is expected except that current expenses are maintained from the undergraduate budget and that current faculty will teach during the first year on an overload basis, thereby building initial funds to support the program.

Impact on Existing Budgets

The program will not impact existing budgets. Sufficient revenue from graduate and differential tuition will cover costs associated with graduate instruction and staff to operate the program.

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
MSRT 6010	**Medical Writing, Research Methods and Design**	3
MSRT 6020	**Medical Pathophysiology/Cardiopulmonary Case Reviews**	3
MHA 6440	Medical Ethics and Law	3
MSRT 6700	**Capstone Project**	6
Clinical Advanced-Practice Credentials: (2 of 5 required)		
MSRT 6410	**Certified Pulmonary Function Technologist (CPFT)**	3
MSRT 6420	**Sleep Disorder Specialty (SDS)**	3
MSRT 6460	**Neonatal/Pediatric Specialty (NPS)**	3
MSRT 6470	**Adult Critical Care Specialty (ACCS)**	3
MSRT 6480	**Certified Asthma Educator (AE-C)**	3
	Sub-Total	21
Elective Courses		
Electives to be fulfilled with additional advanced-practice credential(s) or other track / option emphasis courses.		6
	Sub-Total	6
Track/Options		
Health Administration:		
MHA 6000	Health Systems and Healthcare Economics	3
MHA 6100	Leading and Managing People	3
MHA 6240	Human Resource Management in Healthcare	3
Education:		
MSRT 6030	**Adult Learning Theory and Simulation Strategies**	3
MED 6050	Curriculum Design, Evaluation and Assessment	3
MED 6230	Instructional Technology for Teachers	3
Research:		
MED 6080	Conducting Educational Research	3
MSRT 6130	**Evidenced-Based Practice**	3
MSRT 6140	**Applied Research in Respiratory Care**	3
	Sub-Total	9
Total Number of Credits		36

Program Schedule
The courses below are listed in the semester they will be offered. Students will select 9 hours per semester for 4 semesters in order to complete the MSRT degree)

Fall semester 1st yr: *MSRT 6010: Medical Writing (required for first semester)*
MSRT 6020: Medical Pathophysiology
MHA 6000: Health Systems
MHA 6100: Leading and Managing People

MED 6080: Conducting Educational Research

Spring semester 1st yr: MSRT6030: Adult Learning Theory
                              MSRT6130: Evidence-Based Practice
                              MSRT 6140: Applied Research in Respiratory Care
                              MSRT 6470: Adult Critical Care Specialty (ACCS)
                              MSRT 6480: Certified Asthma Educator (AE-C)

Summer semester 1st yr: Education Track/Emphasis only
                              MED 6230: Instructional Technology for Teachers
                              MED 6050: Curriculum Design

Fall semester 2nd yr: MSRT 6010: Medical Writing (available for students starting the next
                              cohort)
                              MSRT 6020: Medical Pathophysiology
                              MHA 6240: Human Resource Management
                              MHA 6440: Medical Ethics and Law
                              MSRT 6410: Certified Pulmonary Function Technologist (CPFT)

Spring semester 2nd yr: MSRT6700: Capstone Project
                              MSRT 6460: Neonatal Pediatric Specialty (NPS)
                              MSRT 6420: Sleep Disorder Specialty (SDS)

Section VII: Faculty

Paul Eberle, Ph.D., RRT, Professor and Department Chair of Respiratory Therapy
Lisa Trujillo, D.HSc., RRT, Assistant Professor, Dir. Clinical Education Respiratory Therapy
Janelle Gardiner, D.HSc., RRT, Assistant Professor, Department of Respiratory Therapy
Mich Oki, M.PAcc., RRT, Assistant Professor, Department of Respiratory Therapy
Pat Shaw, Ed.D., Associate Professor and Department Chair Health Administrative Services
Ken Johnson, Ph.D., Associate Dean and Professor, Department of Health Administrative Services
F. Ann Millner, Ed.D., Professor, Department of Health Administrative Services
Dave Gessel, J.D., Adjunct Faculty Member, Department of Health Administrative Services
Peggy Saunders, Ph.D., Associate Professor, Department of Teacher Education and Director, Master of
Education
Carla Wiggins, Ph.D., Professor, MHA Program Director

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Arts in Humanities

Issue

Utah Valley University (UVU) requests approval to offer a Bachelor of Arts (BA) in Humanities effective in fall 2016. The institutional Board of Trustees approved the degree on October 8, 2015.

Background

UVU currently offers a minor in Humanities and a Humanities emphasis under the Integrated Studies bachelor's degree. The number of full-time Humanities faculty has increased in recent years, and UVU's locale provides access to a large base of adjunct faculty across many Humanities sub-specialties. Existing faculty, staff, library and information resources, and funding are sufficient to offer the proposed degree, and only one new course (a senior-year capstone) would need to be developed. Based on course enrollment growth and interest surveys, it is anticipated dozens of students would choose to pursue a Humanities major at UVU.

The proposed 120-credit BA in Humanities includes 35 credit hours of general education, 16 credit hours of a foreign language, 48 credit hours of core Humanities courses, and 21 elective credit hours. These requirements are similar to programs at Brigham Young University and California State University, Northridge (the closest national peer institution to offer a bachelor's degree in Humanities). With a strong grounding in interpersonal, communication, and problem-solving skills, graduates would be positioned to pursue careers in a wide range of fields such as; graphic arts, writing, retail trade, social assistance, sales, public relations, not-for-profit services, and management. The BA in Humanities would also prepare students for graduate or professional school.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Utah Valley University and the Board of Regents. The Utah System of Higher Education Chief Academic Officers and appropriate faculty have reviewed and are supportive of UVU's request to offer a BA in Humanities. There are no additional policy issues relative to the approval of this program.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Regents approve the request by Utah Valley University to offer a Bachelor of Arts in Humanities.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Program Description
Utah Valley University
Bachelor of Arts in Humanities

Section I: The Request

Utah Valley University (UVU) requests approval to offer a Bachelor of Arts (BA) in Humanities effective in fall 2016. The institutional Board of Trustees approved the degree on October 8, 2015.

Section II: Program Description

Complete Program Description

The discipline of Humanities is the study of human intellectual and artistic creativity from early civilization to the present. This field of study draws on other disciplines, such as history, literature, architecture, performance art, the visual arts, music, religious studies, philosophy, and the sciences, to determine how these forms of analysis communicate and work together to provide an in-depth record of the meaning of human life. The discipline emphasizes the relationship between the arts, culture, and society, looking closely at artistic forms as a measure of human expression and experience across time and space.

These courses may be used to fulfill Humanities requirements for Associate of Science, Associate of Arts, and Associate of Applied Science degrees. In addition to the requirements for the Humanities General Education Distribution, students may fulfill the optional requirements portion of the AA/AS degrees with a Humanities emphasis by completing 19-21 additional credits. A minor/Integrated Studies emphasis is offered requiring 18 credits. The proposed bachelor's degree in Humanities would require 120 credits and would include:

- General Education Core Requirements   35 credit hours
- Foreign Language Requirements   16 credit hours
- Humanities Core Requirements   48 credit hours
- Elective Requirements   21 credit hours

Details of the courses required for the proposed major are found in Section VI of this proposal.

A background in Humanities is helpful in preparing for employment in education, business, government, civil and foreign service, and tourism, and in preparation for graduate studies.

Purpose of Degree

A strong Humanities program would provide UVU Humanities graduates a competitive edge to succeed in their professional lives, while also laying the foundation for lifelong learning and personal growth. Graduating with a Humanities major would enable UVU alumni both to contribute to Utah's economy immediately after graduation in a productive career and to seek graduate training that leads to a professional or academic career. Either career track would help Humanities majors contribute to the economic development of the region and the state, which is an important element of UVU's mission.

The primary purpose of the proposed Bachelor of Arts in Humanities is to prepare students for careers within a wide range of fields. Students in Humanities gain an understanding of the rhetorical effects, modes of communication, and arenas of influence that affect all the artistic modes of communication and their interaction in all aspects of human activity. Because of this broad background, liberal arts graduates work in a variety of industries, including graphic arts, writing, retail trade, social assistance, sales, public relations, not-for-profit services, and management, with annual starting salaries in these fields typically ranging from the low 30s to the high 40s.[1] Currently, 40% of jobs in the United States are categorized as interaction-based work, which is difficult to outsource to other countries and is difficult to computerize.[2] Humanities majors, who possess strong interpersonal, communication, and problem-solving skills, are well-positioned to compete for these interaction-based jobs, which range across many professions.

UVU's proposed Humanities degree would prepare students for employment opportunities in the state of Utah, including growth industries that may be appealing to UVU Humanities majors. Some examples include the lucrative and growing fields of technology, the film industry, and tourism. Utah's Wasatch Front has gained the nickname Silicon Slopes because of the large number of software development and information technology firms thriving in the area. Technology companies need not only computer scientists and engineers, but also employees who understand the visual and linguistic nuance of human interaction with technology, and who also possess strong communication and interpersonal skills. Another growth area in Utah is the film industry. The state of Utah, through the Utah Governor's Office of Economic Development, has created tax incentives to draw filmmakers to the state, offering post-production tax credits of up to 25% to entities that choose to film in Utah.[3] To date, more than 900 films and TV movies have been filmed in Utah, largely because the state aggressively courts this industry. Humanities majors who receive advanced training in the visual arts, performing arts, cinematic arts, and literary arts are well-positioned to fill jobs in this growth area. Additionally, some film jobs are not in the film industry, per se, but in other fields, such as education, that use film as a medium for content delivery. Tourism is another large industry in Utah. Employees in this field are regularly called upon to make recommendations about arts and entertainment, and they also require an informed sensitivity to religious and intercultural issues. All these topics are studied extensively within the Humanities major.

The secondary purpose of the proposed Bachelor of Arts in Humanities is to prepare students for success in graduate or professional school. Students with a bachelor's degree in Humanities typically attend graduate school in fields including, but not limited to, literature, cultural studies, humanities, religious studies, history, rhetoric and communication, and environmental humanities. A bachelor's degree in Humanities may also lead to law school or even medical school. The training in argumentative writing, analytical thinking, and public speaking received in the Humanities major are the primary abilities required in a legal career. In terms of applying for medical school, most advisors agree that students should study what they are passionate about and what they can excel in. According to the Association of American Medical Colleges, only 51% of medical students in 2012 majored in biological science, with the rest of the students majoring in a wide variety of fields, including Humanities.[4]

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[1] "Utah Occupational Projections 2010-2020." Utah Department of Workforce Services. July 2012. Retrieved from https://jobs.utah.gov/wi/pubs/outlooks/state/statepublish.pdf on June 4, 2014.
[2] Risen, Max. "Eleven Reasons to Ignore the Haters and Major in the Humanities." *Business Insider*. June 27, 2013. Retrieved from http://www.businessinsider.com/11-reasons-to-major-in-the-humanities-2013-6 on May 18, 2014.
[3] "Film Incentives." Utah Film Commission. Retrieved from http://film.utah.gov/ on July 1, 2014.
[4] Chang, Edward. "Choose the Right Undergraduate Major for Medical School." U.S. News.com. Sept. 11, 2013. Retrieved on June 27, 2014 from http://www.usnews.com/education/blogs/medical-school-admissions-doctor/2013/09/11/choose-the-right-undergraduate-major-for-medical-school on June 27, 2014.

Institutional Readiness

The proposed BA in Humanities would be housed in the Department of Philosophy and Humanities in the College of Humanities and Social Sciences. The department currently administers a minor in Humanities, an AA pre-major in Humanities, an AS pre-major in Humanities, and an Integrated Studies emphasis in Humanities. Because the department already offers many Humanities courses, all required core courses for the Humanities major are already being taught, and many of the elective courses are being taught regularly, as well. The program would only need to add one more course to its offerings to complete the major, a research capstone course—HUM 4910: Capstone—that would require students to produce a senior thesis pointing to post-baccalaureate career-path or graduate-school goals. Additionally, the program would add an upper-level elective internship course—HUM 481R: Internship—to the Humanities curriculum, that would give students the opportunity to gain college credit in applied learning environments that would prepare them in immediate and intensive ways for a career or graduate school upon graduation. The current Humanities faculty can support the bachelor's degree in the Humanities. The existing administrative structure in the Department of Philosophy and Humanities is also adequate to support the new degree.

The goal of the two courses to be added to the Humanities curriculum—HUM 481R: Internship and HUM 4910: Capstone—would be to prepare students more intensively for life beyond UVU, whether they determine to enter a profession immediately upon graduation or to go to graduate or professional school. The elective internship class would require students to work with instructors and other professionals in selected areas of service related to their academic and/or professional goals; to establish learning objectives for the tasks assigned to them; and to reflect upon the practical applications of their scholarly work through writing assignments submitted at the beginning and end of the semester. This class would provide a transition from school to work in which academic concepts are applied to actual practice through on-the-job experience commensurate with upper-division classroom instruction. The required research capstone class would advance students' Humanities research and writing by requiring them to produce a portfolio of their academic work in the field helpful in applying to graduate school or seeking employment. In addition to the senior research thesis, this portfolio would include an abstract of the thesis, three letters of recommendation, a Curriculum Vita, a Personal Statement, and a PowerPoint presentation. Both of these courses are offered in other majors, such as Philosophy, English, Integrated Studies, and Communications, and would be designed to increase student success in bridging the gap between coursework and employment.

The proposed bachelor's degree in Humanities would support the UVU institutional mission of providing more opportunities for students to contribute to the local, state, national, and global communities that the institution seeks to serve. The Humanities major would offer a unique multidisciplinary undergraduate degree providing students with the advanced skill set necessary to meet complex professional and personal challenges. The program would prepare students to obtain employment following graduation and will provide them with the necessary academic background to apply to a wide array of graduate or professional programs.

The Humanities program is actively working to provide courses at a variety of venues and in a variety of formats in an ongoing effort to increase accessibility. In addition to the courses offered on the main campus, the Humanities program also offers one section of HUM 1010 each fall and spring semester at the UVU South satellite location at Spanish Fork High School (as an evening class); one concurrent-enrollment

section of HUM 1010 each fall and spring semester at the Utah County Academy of Sciences; and a live interactive video version of HUM 1010 that broadcasts to up to twenty high school campuses each fall, spring, and summer semester. The Humanities program also offers sections of HUM 1010 at UVU North at Thanksgiving Point, at UVU Wasatch Campus in Heber City, and on the weekends at the central UVU campus, upon sufficient demand. Additionally, the Humanities program has offered two to three hybrid sections of HUM 1010 every fall and spring since fall 2011, and completed a fully online version of that same course in summer 2013, offering one online section in fall 2013, two online sections in spring 2014, one online section in summer 2014, one online section in fall 2014, two online sections in spring 2015, and one online section in summer 2015. To date, the program has had three instructors attend the 12-week Hybrid Teaching Initiative training provided by the UVU Innovation Center that assists UVU faculty with teaching in an online environment.

Departmental Faculty

No new full-time faculty members are required to provide support for the proposed Humanities major. In response to the recommendations of the external review performed in March 2010, two more full-time faculty were hired in 2011, raising the number of full-time faculty to six. The Department of Philosophy and Humanities has also recently hired a lecturer who began teaching for the Humanities program in fall 2015. This position was created to support the burgeoning enrollments of HUM 1010 and, thereby, to help free up full-time faculty members to teach new sections of upper-division courses required by the proposed major. The Humanities program, with its focus on interdisciplinary discourse and trans-medial analytical thought, also welcomes the involvement of faculty from departments across campus (in Music, Theatre, Art History, and any number of the sciences, for instance), whose participation in Humanities curriculum would also help support the proposed major.

Because the Humanities program already offers a large number of General Education courses every semester, as well as several upper-division courses to support the current minor, a large adjunct instructor base already exists with faculty expertise in nearly every type of Humanities sub-specialty. On average, the Humanities program employs nearly two dozen faculty (part-time and full-time combined) every year. The current faculty possess proven records of excellence in teaching and of academic scholarship, as well as a commitment to teaching students how to transfer their own knowledge base to the workplace.

As evidence of the high-caliber instructional work being performed in UVU Humanities classrooms, three awards have been recently announced distinguishing three Humanities faculty. The UVU Faculty Senate has awarded both Faculty Excellence Awards in the College of Humanities and Social Sciences for 2014-15 to Humanities program faculty—Leslie Simon won the full-time faculty award and Kimberli Lawson, the adjunct faculty award; this award acknowledges excellence in all areas of academic work—teaching, research, and service—but primarily underscores achievements in instruction. Additionally, the Association for Mormon Letters has just awarded Alex Caldiero's book *Sonosuono* a first prize in poetry.

The following table indicates the number of faculty members currently teaching in the Department of Philosophy and Humanities. The final section of this document, Section VII: Faculty, clarifies which of these faculty members teach in the Humanities program (six full-time faculty and sixteen part-time faculty, with the addition in fall 2015 of a new lecturer).

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	10		10
Full-time Non-Tenured	4		4
Part-time Tenured			
Part-time Non-Tenured	4		4
With Master's Degrees			
Full-time Tenured	2		2
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	11		11
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	4		4
Other			
Full-time Tenured			
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	12		12
Total Headcount Faculty			
Full-time Tenured	12		12
Full-time Non-Tenured	6		6
Part-time Tenured	0		0
Part-time Non-Tenured	31		31
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	32.60	0.75	33.35

Staff

No additional administrative staff would be required to support the proposed bachelor's degree in Humanities. Currently, the Department of Philosophy and Humanities has one full-time administrative assistant, one part-time administrative staff member, and one full-time academic advisor. This staff is adequate to support the proposed Humanities major. The only administrative action needed would be training of the advisor and administrative staff on the new requirements for the proposed major.

Library and Information Resources

The UVU library currently offers extensive, excellent resources to UVU faculty, staff, and students. This library currently holds over 125,000 titles related to the Humanities. These academic texts in print in the UVU library include, but are not limited to, 1681 titles related to painting, 593 related to sculpture, 1778 related to architecture, 9555 related to literature, 3630 related to music, 1915 related to theatre, 1105 related to dance, and 440 related to cinema.

Recently the library acquired 149,284 online ebook titles. A keyword search in summer 2014 of the ebook collection for the above subjects showed the following: 515 titles related to painting, 165 related to sculpture, 1751 related to architecture, 13770 related to literature, 3245 related to music, 1703 related to theatre, 751 related to dance, and 1023 related to cinema.

The library has around 20,000 physical videos in the media section and access to 16,829 online streaming videos. A keyword search of all videos retrieved the following: 303 titles related to painting, 126 related to sculpture, 519 related to architecture, 1010 related to literature, 7200 related to music, 2553 related to theatre, 668 related to dance, and 575 related to cinema. Also in the media section there are 1619 feature films and 4761 music CDs.

Students in the Humanities program also have access to journal articles not housed at UVU through the Utah Academic Library Consortium (UALC), which gives UVU students access to over 78,000 full-text periodicals accessible from the library's homepage. A recent keyword search for the word 'humanities' retrieved 254,539 scholarly full text journal articles. The library's Interlibrary Loan program can be used for access to any book not available in the library or online that is owned by the UALC.

This access to academic research is sufficient to support the requirements of the proposed degree. The Humanities program has an active working relationship with the librarian who aids faculty in the acquisition of Humanities books and journal databases.

Admission Requirements

Upon admission to UVU, students could declare Humanities as their major and would be required to meet with the academic advisor from the Department of Philosophy and Humanities. Incoming freshmen would be welcomed into the program their first semester at UVU.

Student Advisement

The Department of Philosophy and Humanities employs a full-time academic advisor who would work with all Humanities majors to oversee their academic progress and suggest course enrollment options. Students

would be required to meet at least once a year with the advisor. Additionally, students would be strongly encouraged to speak with Humanities faculty members about choosing and preparing for internships, careers, and/or graduate programs. This kind of individual professional guidance would also take place more formally in the two proposed courses to be added to the Humanities curriculum: HUM 481R: Internship and HUM 4910: Humanities Research Capstone.

Justification for Graduation Standards and Number of Credits

The proposed Bachelor of Arts in Humanities requires 120 credits for graduation. This requirement is in full accordance with UVU's credit requirements for a bachelor's degree and includes 35 credits of General Education, 16 credits of foreign language, 48 credits of Humanities core curriculum, and 21 hours of electives.

The requirements for this program are comparable to similar programs at Brigham Young University, the only other in-state university to offer a bachelor's degree in the Humanities, and at California State University, Northridge, the closest national peer institution to offer a bachelor's degree in the Humanities. The curriculum for this degree is designed to provide undergraduate-level coverage of the major areas, forms, and theoretical perspectives of the study of Humanities.

External Review and Accreditation

On March 11-12, 2010, Yale University's Norma Thompson, the director of undergraduate studies for the Yale Humanities major, conducted an on-site external review of the UVU Humanities program as part of the Humanities program's progression towards the creation of a major. She evaluated several aspects of the program and interviewed students, faculty, and administrators. Dr. Thompson observed several components of the program that were very effective. Specifically, she noted that the current program offers "the seamless integration of academically rigorous courses with performances, screenings, concerts, and other 'hands-on' activities." In other words, the program is supporting UVU's goal of engaged learning, connecting classroom theory and research to the wider community and to life outside the university setting. Further, Dr. Thompson noted the impressive strengths of current faculty in a wide range of sub-specialties that offer students a rich selection of possible course offerings.

Dr. Thompson's most pressing suggestion that the program's "most dire need is one of human resources" has since been addressed through the hiring of two new full-time faculty, Leslie Simon and Sam Liang, bringing the current total of full-time Humanities faculty to six. Another issue Thompson pointed out was the task of managing adjunct faculty with an eye to academic excellence and coherence in course content across different sections of the same course. These issues are continually revisited in the Humanities program with monthly training meetings offered to part-time faculty that cover various content areas in the Humanities and a lengthy review of content of HUM 1010, the program's largest General Education offering, being currently conducted. External reviews will continue to be conducted every five to six years in order to assist the Humanities program with rigorous self-assessment and improvement.

There are no subject-specific accreditation requirements that apply to the proposed degree. Even though the Humanities major does not require formal accreditation from any agency or organization, the program has chosen to review other Humanities majors offered nationwide in an effort to create a degree that maintains the highest standards in this field of inquiry while attending to established and emerging disciplines within the Humanities. The curriculum for the proposed UVU bachelor's degree in Humanities

has been carefully crafted to provide students with competitive course offerings that relate both to graduate studies and to life outside a university setting.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

The projected number of graduates and declared majors expected over the next five years in the new program proposed is included below.

Data Category	Current – Prior to New Program Implementation	Projected				
		2016-17	2017-18	2018-19	2019-20	2020-21
Data for Proposed Program						
Number of Graduates **in Proposed Program**	0	5	5	10	15	15
Total # of Declared Majors **in Proposed Program**	0	35	45	60	68	70
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	32.60	33.23	33.35	33.35	33.35	33.35
Total Department Student FTE (Based on Fall Third Week)	791	795	796	799	801	801
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	24.26	23.92	23.87	23.96	24.02	24.02
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)						

Expansion of Existing Program

The Bachelor of Arts in Humanities is an extension of an existing program. The Humanities program has had a minor and an Integrated Studies emphasis since 2007. Currently, the Humanities program also offers Associate of Arts and Associate of Science degrees. Now, due to significant program growth and student demand, the Humanities program is seeking a Bachelor of Arts degree.

Over the past five years, from fall 2009 through summer 2014, the Humanities program has enrolled an average of 2,368 students per year in HUM 1010, the entry-level General Education course for the program. The five fall semesters included in that five-year trajectory report an average enrollment of 1,156 students in HUM 1010; the spring semesters report an average enrollment of 1,003; and the summer semesters, an average enrollment of 109. Additionally, the Humanities program enrolled an average of 188 students per year in 2000-level and above courses during that five-year period, which generates an overall enrollment average of 2,570 students annually.

Enrollments in Humanities courses chart remarkable growth in 2010 and 2011, just before UVU experienced a university-wide downward trend in course enrollments: during the 2010-11 academic year,

Humanities course enrollments peaked at 3,131 students, with 142 sections offered for the year. These numbers mark a 70% rise in enrollments in just two years' time (the 2008-09 academic year enrolled 1,837 students and offered 106 total Humanities sections) and clarify the momentum the program has built in recent years. Though Humanities courses were affected by the campus-wide population dip in 2012 and 2013, data for the current year reports an upswing in Humanities enrollments, with 1,069 students enrolled in fall 2014 courses alone, a number that marks a 12% increase in Humanities enrollments from the same term ten years earlier (fall 2004). Student interest in a Humanities major has also been recorded in surveys conducted by the program over the past few years, as indicated in the "Student Demand" section below (Section III).

This data reports a steady increase in student interest in the Humanities program over the last decade. The program has graduated 17 students with an AA/AS degree, an Integrated Studies emphasis, or a Humanities minor in the past five years, plus an additional two students in summer 2015. With graduation numbers already nearing an average of four students annually, the program is solidly positioned to graduate five students per year beginning in 2016-2017, as projected in the table above.

Section III: Need

Program Need

The addition of a Humanities major will prepare another segment of UVU students to enter the workforce in a wide variety of jobs, offering a bachelor's level of education to the employers of the state of Utah which fills an ever-increasing need for visual and cultural literacy, communication, and rhetorical analysis. This discipline emphasizes the relationship between society and the arts through the study of human intellectual and artistic creativity. No other department in the university offers this level of broad training in the visual arts, performing arts, and cinematic arts through a lens of history, politics, cultural literacy, and communication. Three factors indicate a current need for UVU to offer a Humanities degree: (1) the need for creating flexible, widely applicable college degrees, (2) the need for emphasizing global and intercultural connections, and (3) the need for filling a current gap in USHE offerings.

First, because of the wide variety of employment opportunities, the market for graduates with degrees in Humanities is large and varied. While a Humanities degree may seem to some people like a "degree to nowhere," in fact the skills that Humanities' majors learn are transferrable across a range of fields. According to the National Association of Colleges and Employers (NACE) "Job Outlook: The Candidate Skills/Qualities Employers Want," employers want "team players who can solve problems, organize their work, and communicate effectively."[5] And a 2014 report by NACE added that employers want analytical people.[6] Employers will train their new-hires to do what specifically needs to be done in their companies. However, they expect newly hired employees to bring already-honed abilities in critical thinking, research, and problem-solving to the job—all skills that Humanities majors would develop during their coursework.

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[5] "Job Outlook: The Candidate Skills/Qualities Employers Want." *National Association of Colleges and Employers* (NACE). October 2, 2013. Retrieved from http://www.naceweb.org/s10022013/job-outlook-skills-quality.aspx?terms=what%20employers%20want on May 12, 2014.

[6] "The Skills and Qualities Employers Value Most in Their New Hires." *National Association of Colleges and Employers* (NACE). April 24, 2014. Retrieved from http://www.naceweb.org/about-us/press/skills-employers-value-in-new-hires.aspx?terms=what%20employers%20want on May 12, 2014.

Second, more than 90% of employers surveyed listed "intercultural skills" as an important skill set that they seek in new hires.[7] More careful attention needs to be paid by the current and next generation of job seekers in order to gain greater understanding of a globalized economy through greater exposure to other cultures and to gain greater empathy towards other groups of peoples. As degree and career specialization continues to intensify, the need to think and act within a global framework grows both in private industry and in the governmental sector. Applying knowledge to contemporary global contexts can mean the difference between success and failure in international governmental cooperation as well as in international business. A degree that allows students to study the complex developmental history of a wide array of cultures across time and space helps foster understanding, empathy, and cultural literacy within a global framework. Moreover, Humanities' majors, because of their extensive exposure to a range of cultures and aesthetic traditions, are more likely to empathize and work well with people from many cultures—a skill that will be increasingly important as the world becomes more and more globalized.

Third, offering a Humanities major at UVU is currently a significant need because no other USHE institution offers a bachelor's degree in Humanities. One private university in Utah, Brigham Young University, offers an undergraduate Humanities major. California State University, Northridge is the nearest national peer institution to offer a bachelor's degree in Humanities, and students would need to leave the state in order to pursue this major. A bachelor's degree in Humanities should be available within the Utah System of Higher Education so students do not have to leave the state in order to pursue this major.

A Humanities major is a vital and enduring component of university-level educational opportunities, and should be provided by mature, full-service universities. Offering the widest possible range of major selections will allow UVU to meet the needs of the complete spectrum of Utahans wishing to receive college degrees in all fields. UVU is moving towards becoming a comprehensive undergraduate institution in central Utah, which means that UVU should offer a full complement of degrees.

Labor Market Demand

In Utah, from 2010 to 2020, areas in which Humanities majors most commonly seek employment will all experience significant growth, and most jobs in these areas require bachelor's degrees.[8] The area of "Advertising, Marketing, Promotions, Public Relations, and Sales Managers" will experience a projected 2.5% growth during the current decade; "Community and Social Service Occupations," a 3.3% growth; "Librarians, Curators, and Archivists," a 2.0% growth; "Art Design, Entertainment, Sports, and Media Occupations," a 2.3% growth; "Service and Personal Care Occupations," 2.2% growth.

According to a 2013 study by the Association of American Colleges and Universities on employer hiring priorities, 93% of employers surveyed believe that "a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate's] undergraduate major."[9] Within the Humanities major, critical analysis, articulated through both oral and written communication, is one of the most rigorously practiced activities. Socratic methods of inquiry are applied with increasing complexity throughout the Humanities curriculum in order to foster the most rigorous analytical thinking and to help

[7] "It Takes More than a Major: Employer Priorities for College Learning and Student Success." *Association of American Colleges and Universities.* Retrieved from http://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary.cfm on May 15, 2014.
[8] Utah Occupational Projections 2010-2020." Utah Department of Workforce Services. July 2012. Retrieved from https://jobs.utah.gov/wi/pubs/outlooks/state/statepublish.pdf on June 4, 2014.
[9] "It Takes More than a Major: Employer Priorities for College Learning and Student Success." *Association of American Colleges and Universities.* Retrieved from http://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary.cfm on May 15, 2014.

students avoid oversimplifying complex interrelated historical, cultural, political, and artistic systems. The Humanities major is designed to be a flexible learning tool that can be widely applied by students in many professional and academic arenas.

An undergraduate degree in Humanities may not translate directly to a particular job in a specific field in the same way that degrees in fields such as nursing or computer science do. However, it does compare more directly to majors such as English or History, which teach a particular set of skills that can be adapted to a wide range of professions and employment. For example, researchers who study the transition of a college major into employment observe that Humanities majors tend to excel in categories such as critical thinking, research, written communication, oral communication, teamwork, strong interpersonal skills, problem-solving, and analytical abilities.[10] Students with strong training in these areas can be positioned effectively to compete on the job market.

Indeed, the skillset provided by a degree in Humanities would play a vital role in supporting the growth of employment in technology and other STEM-related industries in Utah. In response to a study published in late 2014 indicating that Utah university graduates are "grossly" unprepared for the Utah workforce, a meeting of community leaders, educators, and business executives was held in December 2014 to discuss why so many employees are hired into Utah-based companies from outside the state.[11] The study reported that, "[w]hile technical skills remain in high demand, soft skills are what most employers say are missing among Utah's new workers." In fact, "[n]early 90 percent of employers said recent graduates lack necessary oral and written communication skills, and 81 percent of employers said prospective employees lack critical thinking and analytical reasoning skills, according to the poll." The survey further reports that Utah businesses are seeking employees with "personality" beyond technical skill, and are having to devote a lot of resources to training new employees in "sensitivities and cultures," which in some instances results in "slower production time [for companies], greater costs from escalating salaries and difficulty retaining employees after they are trained." The summit of Utah leaders concluded by recommending that Utah institutions of higher education hold students "accountable for all forms of communication, including email, public speaking and debate" and require additional coursework "in areas including verbal and written communication, critical thinking, how to receive job offers and be promoted, leadership and various STEM fields." A Humanities degree responds precisely to this call from state leaders by training students in oral and written communication, in cross-disciplinary discourse, in cultural diversity and sensitivity, and in critical thinking and reasoning; as such, this degree would assist individuals preparing to contribute to STEM industries by helping "bridge the gap" between state businesses and schools, "aligning students' abilities with the needs of the workforce."

Conversely, connecting a Humanities major with a minor, or even select coursework, in areas such as computer science, digital media, business, biological sciences, or other STEM fields can also enhance the potency and marketability of the Humanities degree. For example, a journalist, marketer, or manager "who can also write computer code, or at least speaks the language, will stand out more than another developer

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[10] Gehlhaus, Diana. "What Can I Do With My Liberal Arts Degree?" *Occupational Outlook Quarterly.* U.S. Bureau of Labor Statistics. Winter 2007-8, pp. 3-11. Retrieved from http://www.bls.gov/opub/ooq/2007/winter/art01.pdf on June 26, 2014.
[11] Jacobsen, Morgan. "Utah Students 'Grossly' Unprepared for Workforce, Study Says." *Deseret News.* December 11, 2014. Retrieved from http://www.deseretnews.com/article/865617538/Utah-students-grossly-unprepared-for-workforce-study-says.html?pg=all#yw8Py3gKSTQSeHmT.01 on March 1, 2015.

hire."[12] Such people are often recruited to fill higher ranking positions within companies precisely because they can communicate in more arenas with more people.

Creativity and innovation are highly valued by employers, with 95% of employers in one survey stating that they would give hiring preference to college graduates who have the ability to innovate in the workplace, and 92% of employers stating that "innovation is essential" to their success.[13] Students whose subject of study is human creativity and creative acts can flourish in professional environments that foster and reward creative thinking and problem-solving.

Student Demand

The request for this degree is student-driven with full faculty support. After the external review of the Humanities program conducted in 2010, the program began surveying students in the General Education course "Humanities 1010: Humanities through the Arts." This course serves approximately 1,000 students every semester. These surveys suggest that there is enough interest from the student body to support a Humanities major. Of 904 students surveyed in 2011 through 2013, 12.1% of students would "consider" a Humanities major, and another 13.8% would "maybe consider" a Humanities major, for a total of 25.9% of students who were completing the general education requirement in Humanities. The Humanities program believes that this data reflects the interest level of the general UVU population because this General Education course serves a true cross-section of UVU students, particularly freshmen and sophomores, some of whom are still in the process of selecting a major. What these surveys reveal about the general population of the university is that there is enough interest from the student body to support a Humanities major. Not all UVU students will be interested in, or well-suited for, highly-technical degrees such as engineering or computer science. A bachelor's degree in Humanities, coupled with explicit instruction on how to shape and supplement these core interests with professional preparation, will serve a segment of UVU's student population that has interests and abilities in the area of the Humanities.

Student demand for college degrees in general will continue to increase across the state over the next decade. With UVU's 2013 enrollment at over 30,000 students, 12.1% of that student enrollment would be 3,630 students who would consider selecting a major in Humanities. And at the 2022 estimates of nearly 47,000 students enrolled at UVU, 12.1% of that student enrollment would be about 5,640 students who would consider selecting a bachelor's degree in Humanities. Of course, not all of these students would end up selecting a Humanities major, and the final number of students enrolled in a Humanities major would be smaller, but still significant.

Similar Programs

The only in-state offering of a Humanities degree is from Brigham Young University. UVU's proposed program is similar to BYU's degree in that both programs acknowledge the importance of emerging fields within the humanities, such as Digital Humanities and Environmental Humanities, and offer coursework to support these fields. Additionally, UVU currently offers a course in the Medical Humanities, which illustrates

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[12] Risen, Max. "Eleven Reasons to Ignore the Haters and Major in the Humanities." *Business Insider.* June 27, 2013. Retrieved from http://www.businessinsider.com/11-reasons-to-major-in-the-humanities-2013-6 on May 18, 2014.
[13] "It Takes More than a Major: Employer Priorities for College Learning and Student Success." *Association of American Colleges and Universities.* Retrieved from http://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary.cfm on May 15, 2014.

the department's commitment to emerging fields and to serving UVU students preparing to enter medical professions.

Out of UVU's ten national peer institutions as listed by the UVU Office of Institutional Research, only California State University, Northridge offers a bachelor's degree in Humanities. The bachelor's degree at California State University, Northridge is similar to the UVU proposed program in that both stress a wide range of coverage globally and interculturally. Both programs also stress the development of intellectual and artistic histories and the ability to deploy various theoretical lenses when analyzing cultural artifacts.

Collaboration with and Impact on Other USHE Institutions

Utah Valley University seeks to actively collaborate with all USHE institutions. To that end, the program director of the UVU Humanities program has just assisted in a review of Dixie State University's program, which is a few years behind UVU in their development of their university's degrees in Humanities. They are currently in the process of developing a minor in Humanities. UVU is working collaboratively with them to help develop this area of study both in the northern and southern parts of Utah in order to serve the state's overlapping university populations more completely. The proposed Humanities major at UVU will not directly compete with any USHE institution because, right now, no other USHE institutions offer an undergraduate Humanities major. Only one USHE institution, the University of Utah, offers a master's degree in Humanities, specifically Environmental Humanities, a new and fast-growing sub-specialty within the Humanities, and a UVU Humanities major could offer a larger, better-prepared pool of in-state applicants for the University of Utah's graduate program.

Benefits

The availability of a Humanities degree would contribute to the ongoing effort of UVU to become a comprehensive undergraduate institution serving the state of Utah as one of its largest and fastest growing universities. UVU needs to provide a complete offering of degree programs in order to stand at the forefront of education in the state of Utah. UVU is poised to take a statewide leadership role in shaping this degree for Utah's student body. Right now this major is only available at one Utah university, BYU, a private university that serves only one segment of Utah's population.

Humanities degrees are also looked on favorably by graduate and professional programs both in state and nationally. Law schools have traditionally favored undergraduate majors that foster critical thinking, research, and strong oral and written communication skills. An understanding of visual rhetoric, as well as textual rhetoric, is also a powerful argumentative tool for many lawyers. Medical schools, too, value well-rounded, intellectually inquisitive students. One peer-reviewed study of 691 medical school students published in *Academic Medicine* revealed that the "academic performance [of humanities majors] in medical school was equivalent [to that of science majors]," that "by some measures, the humanities students made more sensitive doctors," that humanities majors "were more likely than their peers to devote a year to scholarly research," and that humanities majors were more likely "to go into primary care fields, like pediatrics and obstetrics and gynecology," fields that are often underserved.[14]

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[14] Hartocollis, Anemona. "Getting into Med School Without Hard Sciences." New York Times.com. July 29, 2010. Retrieved from http://www.nytimes.com/2010/07/30/nyregion/30medschools.html?pagewanted=all&_r=0 on June 20, 2014.

Consistency with Institutional Mission

Utah Valley University continually upgrades and expands the quality of its offerings and seeks to develop, as part of its mission, professionally-competent people. The proposed bachelor's degree in Humanities would help UVU meet its institutional mission of meeting "regional educational needs" primarily because UVU would be the only USHE institution to offer a Humanities degree at the undergraduate level. There is currently no public institution in Utah allowing students access to this degree and filling this educational need.

In terms of UVU's roles, the proposed bachelor's degree in Humanities would "provide access to higher education" through offering a degree that meets "the educational and personal needs of students" and prepares them "for meaningful lifework." A Humanities degree would offer graduates both significant personal intellectual growth and a defined professional skillset. This degree would also promote "cultural development to contribute to the quality of life of the region and the state" by training a talent-force that is literate in verbal, visual, and performing arts, and who uses this cultural, historical, and artistic background to both create and interpret cultural production.[15]

Section IV: Program and Student Assessment

Program Assessment

For the proposed bachelor's degree in Humanities, the program objectives would be clearly articulated and efforts made to continually improve the processes critical to defining and meeting those objectives for all stakeholders, including students, faculty, and the institution.

Program Goals

1. Faculty recruitment and development will be sustained in accordance with the highest UVU standards and discipline-specific standards.
2. Curriculum will be evaluated and regularly updated to maintain a quality level consistent with the standards currently available to the discipline.
3. Student learning and satisfaction will be monitored. Evaluation criteria will be conducted to assure student learning, graduation levels, and post-graduation success.
4. Employers and graduate institutions will be surveyed to determine the quality of program graduates.
5. Efforts will be made to place students in community-based internships and learning activities to better prepare them for future employment.

Goal Measurement

1. Periodic assessments of faculty teaching and research activities will be monitored and recommendations for improvement provided.
2. Students will be evaluated through varied assessment measures, including discipline-specific exams, evaluation of work samples, and personal interviews.

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[15] All quotations in the "Consistency with Institutional Mission" section are taken from: "UVU Mission." Utah Valley University. Retrieved from http://www.uvu.edu/president/mission/mission.html on June 26, 2014.

3. Students will be monitored in terms of successful scholarly activities achieved throughout the course of their academic experience.
4. Enrollment and graduation trends will be monitored.
5. Post-graduation employment and graduate degree placement will be monitored.

The Humanities program at UVU will use the following program assessment mechanisms:

1. Conventional assignments and exams in individual courses
2. Student Rating of Instruction in individual sections of courses
3. Survey of students two years after graduation
4. Regular program faculty curriculum committee evaluation of courses in the curriculum
5. Board of Trustees three-year program review
6. Northwest Accreditation self-study and review

The results of these evaluation mechanisms will be examined each year. The summaries of the evaluation instruments will be considered by the department curriculum committee at regular intervals. These results, combined with the curriculum documents of the professional societies, will be used to modify the curriculum to keep it current and vibrant.

Expected Standards of Performance

Educational Objectives

1. Students should have strong oral and written communication skills.
2. Students should develop expertise in research and scholarly activities.
3. Students should have discipline-specific knowledge and be able to apply that knowledge critically to solve problems using sophisticated methods of inquiry and logic.
4. Students should effectively navigate intercultural environments locally to globally.
5. Students should be prepared for employment or graduate education.

The first four objectives indicate core competencies within the discipline, and the fifth objective indicates what students should reasonably expect from their education upon graduation.

The UVU Humanities program will have an assessment process with documented use of results. Evidence will be given that the results are applied to the further development and improvement of the program. The assessment process will demonstrate that the outcomes important to the mission of the institution and the objectives of the program are being measured. Evidence that will be used includes, but is not limited to, the following: student portfolios, student performance on midterm and final exams in various courses, student presentations at undergraduate conferences, internship surveys, alumni surveys that document professional accomplishments and career development activities, employer surveys, and placement data of graduates.

Additionally, UVU institutional effectiveness officials will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include content/learning, post-graduation outcomes, and measures of student satisfaction. Content/learning will be evaluated within individual courses and through a review of a summative senior portfolio submitted to the department the semester before graduation. This senior portfolio will help the department to assess skill levels related to educational

objectives, as well as facility with subject matter to evaluate student learning and measurable progress throughout the student's undergraduate education using a program rubric. There will be an ongoing review of post-graduation outcomes that will assess student success in both employment and graduate school performance. Alumni and employers will be surveyed as well as faculty and administrators of graduate programs where applicable. Finally, student satisfaction surveys will be conducted throughout the educational process.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	$1,559,929	$13,125	$1,573,054	$2,625	$1,575,679	$0	$1,575,679
Benefits	$562,607	$1,391	$563,998	$278	$564,277	$0	$564,277
Total Personnel Expense	$2,122,536	$14,516	$2,137,052	$2,903	$2,139,956	$0	$2,139,956
Non-Personnel Expense							
Travel	$14,850	$0	$14,850	$0	$14,850	$0	$14,850
Capital	$0	$0	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0	$0	$0
Current Expense	$25,512	$1,000	$26,512	$0	$26,512	$0	$26,512
Total Non-Personnel Expense	$40,362	$1,000	$41,362	$0	$41,362	$0	$41,362
Total Expense (*Personnel + Current*)	$2,162,898	$15,516	$2,178,414	$2,903	$2,181,318	$0	$2,181,318
Departmental Funding							
Appropriated Fund	$2,162,898	$15,516	$2,178,414	$2,903	$2,181,318	$0	$2,181,318
Other:							
Special Legislative Appropriation							
Grants and							

Contracts							
Special Fees / Differential Tuition							
Total Revenue	$2,162,898	$15,516	$2,178,414	$2,903	$2,181,318	$0	$2,181,318
Difference							
Revenue-Expense	$0	$0	$0	$0	$0	$0	$0
Departmental Instructional Cost / Student Credit Hour* *(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")*	$91		$91		$91		$91

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

Funding Sources

This program will be funded from ongoing state appropriations.

Reallocation

There will be no specific reallocation of resources.

Impact on Existing Budgets

There will be minimal impact on existing budgets.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
General Education Core Requirements:		
ENGL 1010	Introduction to Writing	3
ENGL 2010 or	Intermediate Writing – Humanities/SS (3.0)	
ENGL 2020	Intermediate Writing – Science and Technology (3.0)	3
	Complete one of the following:	3
MATH 1030	Quantitative Reasoning (3.0)	
MATH 1040	Introduction to Statistics (3.0)	
MATH 1050	College Algebra (4.0)	
	Complete one of the following:	3
POLS 1000	American Heritage (3.0)	
HIST 2700 and HIST 2710	US History to 1877 (3.0) and US History since 1877 (3.0)	
HIST 1700	American Civilization (3.0)	
HIST 1740	US Economic History (3.0)	
POLS 1100	American National Government (3.0)	
	Complete the following:	
PHIL 2050	Ethics and Values (3.0)	3
HLTH 1100 or	Personal Health and Wellness (2.0)	
PES 1097	Fitness for Life (2.0)	2
	Distribution Courses:	
	Biology	3
	Physical Science	3
	Additional Biology or Physical Science	3
	Humanities Distribution (HUM 1010, HUM 101G, or HUM 101H recommended)	3
	Fine Arts Distribution	3
	Social/Behavioral Science	3
	Sub-Total	35
Foreign Language Requirements:		
Any foreign language 1010		4
Same foreign language 1020		4
Same foreign language 2010		4
Same foreign language 2020/202G		4
	Sub-Total	16
Humanities Core Requirements:		
HUM 2010/201G/201H	World History Though the Arts I	3
HUM 2020/202G/202H	World History Through the Arts II	3

Course Prefix and Number	Title	Credit Hours
HUM 2100/210H	Adventures of Ideas Through 1500	3
HUM 2200/220H	Adventures of Ideas After 1500	3
HUM 3500	Approaches to Humanities	3
HUM 4910	**Humanities Capstone**	**3**
	Complete six credits of the following:	6
HUM 120R	Humanities Forum (3.0)	
HUM 203G	Art Form Focus I (3.0)	
HUM 204G	Art Form Focus II (3.0)	
	Complete fifteen credits of the following:	15
HUM 320R	Topics in Humanities (may be repeated for no more than six credits) (1.0)	
HUM 325R	Area Studies in Humanities (may be repeated for up to 6 credits) (3.0)	
HUM 330R	Period Studies in Humanities (may be repeated for up to six credits) (3.0)	
HUM 3800	Aesthetics (3.0)	
	Complete nine credits from the following:	9
HUM 400R	Humanism and Posthumanism (may be repeated for up to six credits) (3.0)	
HUM 401R	Forms and Genres Across the Arts (may be repeated for up to six credits) (3.0)	
HUM 414R	Advanced Topics in Humanities (may be repeated for up to six credits) (3.0)	
	Sub-Total	48
Elective Requirements:	Any course 1000 or higher (10 credits must be upper-division) (No more than six total credits from HUM 281R and HUM 481R)	21
	Sub-Total	21
	Total Number of Credits	120

Program Schedule

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3
MATH 1030/1040/1050	Quantitative Reasoning/Intro to Statistics/College Algebra	3
LANG 1010	GRK, LATN, SPAN, PORT, RUS, ASL, CHIN, JPNS, FREN, GER, or other	4
HLTH 1100/PES 1097	Personal Health & Wellness/Fitness for Life	2
HUM 1010/101G/101H	Humanities Through the Arts	3
	Semester total:	15

Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 2010	Intermediate Writing-Humanities & Social Sciences	3
Biology		3
HUM 2010/201G	World History through the Arts I	3
American Institutions		3
LANG 1020	Continued from previous LANG option	4
	Semester total:	16

Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PHIL 2050/205G/205H	Ethics and Values	3
Physical Science		3
HUM 2020/202G	World History through the Arts II	3
HUM 2100	Adventures of Ideas through 1500	3
LANG 2010	Continued from previous LANG option	4
	Semester total:	16
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
Additional Biology or Physical Science		3
LANG 2020/202G	Continued from previous LANG option	4
Fine Art		3
HUM 2200	Adventures of Ideas after 1500	3
Social/Behavioral Science		3
	Semester total:	16

Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
HUM 203G	Art Form Focus I	3
Upper Elective	Any 3000+	3
HUM 325R	Area Studies in HUM	3
HUM 320R	Topics in HUM	3
Lower Elective	Any 1000+	3

	Semester total:	15
Spring of Third Year (Course Prefix and Number)	**Course Title**	**Credit Hours**
HUM 204G	Art Form Focus II	3
HUM 3800	Aesthetics	3
HUM 330R	Period Studies in HUM	3
Lower Elective	Any 1000+	3
Lower Elective	Any 1000+	3
	Semester total:	15

Fall of Fourth Year (Course Prefix and Number)	**Course Title**	**Credit Hours**
HUM 3500	Approaches to Humanities	3
HUM 320R	Topics in HUM	3
HUM 400R	Humanism & Posthumanism	3
Upper Elective	Any 3000+	3
Upper Elective	Any 3000+	3
	Semester total:	15
Spring of Fourth Year (Course Prefix and Number)	**Course Title**	**Credit Hours**
HUM 4910	Humanities Capstone	3
HUM 401R	Forms & Genres Across the Arts	3
HUM 414R	Advanced Topics in Humanities	3
Upper Elective	Any 3000+	3
	Semester total:	12

Section VII: Faculty

Full-time faculty in the Humanities program (not including Philosophy faculty), with highest degree(s) attained and academic specialties listed:

Scott Abbott. Ph.D., Princeton University. Professor.

- German literature and philosophy, studies of motifs (metaphor of standing, barbed wire, secret societies), travel writing

Kimberly Abunuwara. Ph.D., Brigham Young University. Assistant Professor.

- Theatre (acting, voice and articulation, critical studies), performance studies, divine in the arts

Alex Caldiero. N.D., Queens College, City University of New York. Senior Artist in Residence.

- Polyartist, poet and scholar of humanities and intermedia

Michaela Giesenkirchen-Sawyer. Ph.D., Washington University, St. Louis. Associate Professor.

- American modernist literature, Gertrude Stein, the intersection of literature, film music, and art with science and philosophy

Sam Liang. Ph.D., Binghamton University, State University of New York. Associate Professor.

- Modern architecture and urbanism, Chinese cultural studies, Chinese art history, theories of modernity, postcolonial cities, aesthetic influences between Europe and China

Leslie Simon. Ph.D., Boston University. Assistant Professor.

- Nineteenth century literature and culture, relation of literature to mathematics, structures of narrative, the rise of the novel, literary realism, material culture and visual arts, world literature, postcolonial theory, women's literature

Part-time faculty in the Humanities program (not including Philosophy faculty), with highest degree(s) attained and academic specialties listed:

Noreen Astin. Ph.D., Brigham Young University (Theatre and Film).

- Literature and theatre, George Bernard Shaw, painting

Linda Barclay Mount. J.D., Brigham Young University; M.B.A, Brigham Young University; Ph.D. [A.B.D.], Brigham Young University (Instructional Psychology and Technology).

Randall Bernhard. Ph.D., Brigham Young University (Theatre and Cinematic Arts).

Edwin Firmage. M.A., University of California, Berkeley (Ancient History & Mediterranean Archaeology).

- Classics, Medieval music and poetry

Eric Fossum. M.A., University of Missouri-Columbia (Classical Studies).

- Latin language instruction, classics, Norwegian

Steven Hall. M.F.A., New York University, Tisch School of the Arts (Dramatic Writing).

- Dramatic writing, American cinema, pop art, mysticism

Lynne Hetzel. B.A., Brigham Young University.

- Dance forms and styles, communication and journalism, music theory, mythology, Medieval art

Alexandra Karl. Ph.D., University of Cambridge, U.K. (History of Art).

Kimberli Lawson. Ph.D., University of Iowa (English).

- American Indian art and literature, art and politics, dance history and criticism, feminist theory

Sophie Heying Lu-Seng. Ph.D., Brigham Young University (Theatre and Film).

- Theatre, film, media arts, Chinese art

Julie Paz. M.A., Brigham Young University (Spanish Literature and Pedagogy).

- Spanish, Portuguese

Charlotte Poulton. Ph.D., University of York, U.K. (History of Art).

- Representations of music in painting, Renaissance art, Baroque art, music theory

Kirsti Ringger. M.F.A., University of Utah (Sculpture); M.A., Brigham Young University (Art History).

- Sculpture, contemporary art

Eric Robertson. M.A., University of Utah (Environmental Humanities).

- Environmental humanities, new materialism

Ashli Sharp. M.A., Brigham Young University (Humanities).

Shelley Shupe. M.Ed., Brigham Young University (Comparative & International Education).

TAB C

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: <u>Utah Valley University – Bachelor of Science in Human Resource Management, Bachelor
of Arts in Human Resource Management, Minor in Human Resource Management</u>

Issue

Utah Valley University (UVU) requests approval to offer three new related credentials: 1) Bachelor of
Science in Human Resource Management, 2) Bachelor of Arts in Human Resource Management, and 3)
Minor in Human Resource Management, effective Fall Semester, 2016. The UVU Board of Trustees
approved the programs on October 8, 2015.

Background

These Human Resource Management (HRM) programs are designed to provide practical and applied skills
and tools to prepare graduates for HRM careers in business, government, and non-profit organizations.
The proposed curriculum provides content in areas such as labor law, workforce planning and staffing,
employee development, compensation and benefits, disciplinary action, human resource information
systems, and ensuring the health and safety of organizational employees. The programs will be housed in
the UVU Department of Management within the Woodbury School of Business.

The minor in HRM consists of 18 credit hours and will be available for students in majors outside of
business. It will provide students much of the core HRM discipline that is available in the full baccalaureate
degree program. Students earning a baccalaureate degree will have the option of earning either a bachelor
of science degree or a bachelor of arts degree. Those pursuing the bachelor of arts program will take 12
credits of foreign language in lieu of a series of program elective courses that are part of the bachelor of
science program.

The programs will prepare students to provide services for businesses and other organizations in and
related to human resources. The Utah Department of Workforce Services' Occupational Explorer shows the
Human Resource Management occupational group (SOC code 11-3121) with median annual income of
$90,240 and 40 estimated annual job openings. The Human Resource Specialist occupational group (SOC
code 13-1070) shows median income of $52,580 and 180 estimated annual job openings.

Utah State University (USU) offers a minor and a master's degree in HRM. Weber State University (WSU)
offers an emphasis area within the business administration baccalaureate degree. When fully established,
Utah Valley University anticipates 25 graduates per year among all three programs. Given the need for

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UTAH VALLEY UNIVERSITY   Salt Lake Community College

graduates trained in human resources in UVU's service region and across the state, there appear to be sufficient labor market demand for the UVU program without creating adverse impacts on existing human resource management programs at other Utah System of Higher Education institutions. It is anticipated that some graduates will pursue the USU master's degree program.

<center>Policy Issues</center>

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

<center>Commissioner's Recommendation</center>

The Commissioner recommends the Board of Regents approve Utah Valley University's request to offer the Bachelor of Science in Human Resource Management, the Bachelor of Arts in Human Resource Management, and the Minor in Human Resource Management.

_____
David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Section I: The Request

Utah Valley University's Department of Management requests approval to offer a bachelor of science (BS), a bachelor of arts (BA), and a minor in Human Resource Management (HRM) effective Fall Semester, 2016. These programs were approved by the Utah Valley University (UVU) Board of Trustees on October 8, 2015.

Section II: Program Description

Complete Program Description
The HRM program will provide students with practical and applied skills, experience in applying those skills, and a variety of intellectual tools to prepare them for HRM careers in business, government, and non-profit organizations. The proposed classes, engaged pedagogy, and instructors are designed to prepare students to staff organizations, and to establish and implement procedures for recruitment, interviews, and placement. Additionally, students will be prepared to implement disciplinary action, track leave and absences, and ensure the safety, well-being, and development of organizational employees. Human resource graduates will also be prepared to advise company management on labor law issues.

Purpose of Degree
While other similar programs exist within the Utah System of Higher Education (USHE), UVU's proposed HRM programs will fill a growing need for trained professionals within UVU's service region. The programs will help UVU fulfill its mission to meet regional educational and workforce needs. The programs will include service-learning and project-intensive pedagogies.

Institutional Readiness
The programs will be housed in the Department of Management within the Woodbury School of Business. Programs in this school are accredited by AACSB International, attesting to the attention that UVU's business faculty and administrators give to rigor, scholarship, and learning outcomes. The staff and resources are already in place to assess, advise, and support the program. An additional faculty position to support the programs has been funded with existing resources and should be in place by the time the programs are formally offered to students. An HRM track for the degree in business management has been in place at the university for over 11 years

Departmental Faculty

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	8		8
Full-time Non-Tenured	4		4
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured	1		

Full-time Non-Tenured	4		4
Part-time Tenured			
Part-time Non-Tenured	11		11
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	3		3
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	3		3
Total Headcount Faculty in the Department			
Full-time Tenured	9	0	9
Full-time Non-Tenured	8	0	8
Part-time Tenured	0		0
Part-time Non-Tenured	17	0	17
Total Department Faculty FTE *(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")*	27.4	0.38	27.78

Staff

The proposed degrees and minor will be housed in the existing Department of Management. No additional administrative staff will be required within the first five years of operations. In addition, the business school has sufficient capacity within its own advisement group that no staff expansion will be required.

Library and Information Resources

The UVU Library currently has access to a collection of eBooks, videos, streamed videos, and books that relate to HRM. HRM related items in the UVU collection span many technologies and professional practices. Major categories of HRM information topics and sources include (but are not limited to) human resources management, employment management, corporations—personnel management, manpower utilization, personnel administration, management, public administration, employees, employment practices liability insurance, supervision of employees, human capital, human assets, human beings—economic value, human resources, manpower policy, employment policy, human resource development, labor market—government policy, labor market policy, manpower utilization, labor policy, human capital—accounting, human resource accounting, human resource professionals, human resource personnel.

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

Access to HRM articles at the UVU library is available through the following resources:
1. The ABI/INFORM Dateline database provides access to approximately 255 magazines and newspapers concerning regional and local business news, analysis, employment, and more.
2. The ABI/INFORM Global database indexes more than 3,500 journals, magazines, and newspapers.
3. The ABI/INFORM Trade and Industry database includes more than 1,200 newspapers and magazines.
4. The Business Source Premier database offers 2,300 business journals, magazines, newspapers, and peer-

reviewed articles.

5. The Regional Business News database contains 100 newspapers from the United States and Canada.
6. The LexisNexis Academic database provides access to 10,000 newspapers, magazines, and other.
7. 1,600 peer-reviewed journals are searchable in the ScienceDirect Journals database.
8. The Sage Online database offers 1,200 journals.

Full text access to the thousands of journal articles is licensed to UVU library patrons and 38 HRM journals. The UVU library catalog contains print books, eBooks (Safari, NetLibrary, EBSCO and eBrary), videos (DVD, Blue Ray, VHS) as well as databases of streamed video (Films on Demand, American History in Video, etc.). Most materials for HRM are covered in the Library of Congress call number area HF5549-HF55.49.5 (Personnel Management). Other significant call numbers are: HD4904.7 (Human Capital), HD5713 (Manpower Policy), and HF5681.H8 (Human Capital—Accounting). Additional call numbers may apply as this subject is given attention by numerous minor subject areas.

Current catalog holdings for Human Resource Management are estimated as follows:

Books	539
eBooks	686
Videos	12
Streamed videos	74

A patron may often seek information (articles, books, etc.) that are not directly owned or licensed by the UVU Library. In such cases, a desired item may be accessed from other libraries throughout the United States by means of the Interlibrary Loan service. In addition, UVU Library patrons have access to check out items from partner libraries of higher education in Utah area by means of a Utah Academic Library Consortium agreement.

Admission Requirements
The programs will continue to operate in the existing environment in terms of admission requirements to the Woodbury School of Business (WSB). Students may declare their major as freshmen, but they will be expected to meet further matriculation requirements as they enter their junior year within the same guidelines as other business students.

Student Advisement
Students will be advised through the business school's advisement office.

Justification for Graduation Standards and Number of Credits
Students will be required to earn a C- or higher in all WSB classes (except they need to earn a B- or higher in MKTG 2200), and have an overall GPA of 2.5 or higher. One-hundred-twenty credits will be required for either of the two degrees. The Minor, not intended for WSB students, consists of 18 credits and does not require matriculation to the WSB. These standards are provided in the UVU catalog and are required by AACSB International accreditation.

External Review and Accreditation
The current regimes of AACSB International (for the Woodbury School of Business) and Northwest (for the University) are to be continued.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates **in Proposed Program**	0	5	15	20	25	25
Total # of Declared Majors **in Proposed Program**	0	25	30	35	40	45
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE *(as reported in Faculty table above)*	27.40	27.78	27.78	27.78	27.78	27.78
Total Department Student FTE *(Based on Fall Third Week)*	611	615	618	618	619	619
Student FTE per Faculty FTE *(ratio of Total Department Faculty FTE and Total Department Student FTE above)*	22.30	22.13	22.23	22.23	22.26	22.26
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)	27.40	27.78	27.78	27.78	27.78	27.78

Expansion of Existing Program
These bachelor's programs are a strengthening of, and a replacement for, an existing track within an emphasis. The minor adds depth in the field of human resources for non-WSB majors.

Section III: Need

Program Need
Human resource management employment is on the rise. The institution reported a 2012 Bureau of Labor Statistics report that showed an 8.3% employment rise from 2010 to 2011. Along with unemployment rates in the state, this has contributed to competition for human resource talent. The necessity for human resource programs that prepare students to enter this field is apparent.

The minor in HRM will be useful for students in majors outside of business due to the exposure it provides in areas such as strategic and systemic thinking, opportunity identification, project management, and applied learning.

Labor Market Demand
The Utah Department of Workforce Services' Occupational Explorer shows the Human Resource Management occupational group (SOC code 11-3121) with median annual income of $90,240 and 40 estimated annual job openings. The Human Resource Specialist occupational group (SOC code 13-1070) shows median income of $52,580 and 180 estimated annual job openings.

Student Demand
Presently, human resources is offered as a track within an emphasis of the general business major. Consistently there have been approximately 20+ students enrolled in the core emphasis courses (Training and Development, Organizational Development and Change, Staffing and Performance Management, and Compensation and Benefits),

with literally hundreds of students enrolling each semester in the Introduction to Human Resource Management, Organizational Behavior, and Employment Law courses (also part of the current emphasis requirements). Additionally, the general business management major is the largest major, with the most graduates, of any major offered in the Woodbury School of Business, graduating hundreds of students every year.

It is anticipated that the majority of students declaring a new human resource BS or BA would come from the already existing general management pool of students by allowing students to graduate with a recognizable value-added, specialty degree. It is reasonable to anticipate an opening cohort of 25-35 students in the first year, with anticipated growth of up to 40-45 students by the end of the fifth year.

Similar Programs
Throughout the United States, HRM is a frequently offered degree in business schools, along with accounting, finance, marketing, and management. Weber State University has a degree in Business Administration with an emphasis in HRM, while Utah State University offers an undergraduate HRM minor and master's degree.

Collaboration with and Impact on Other USHE Institutions
The programs have been reviewed by the other USHE institutions and received clearance from the Chief Academic Officers to move forward to the Board of Regents.

Benefits
The availability of a HRM degree will contribute to the ongoing effort of UVU to become a comprehensive undergraduate institution in its service region. The continued expansion of population in Utah County, including the need for a broader offering of education opportunities, is met in part by stronger, more competitive programs such as the BS/BA in HRM that teaches and provides practice of skills learned in real-world settings. The HRM degree is useful for students seeking graduate study. Graduates of UVU's human resource track are already enrolled and graduated from USU's Master's in HRM program.

Consistency with Institutional Mission
These new offerings will help UVU meet regional educational needs by graduating more competent professionals in a field with increasing workforce need. The programs are in line with the Regent Policy (R312) description of UVU's mission.

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Section IV: Program and Student Assessment

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Program Assessment
The WSB, which will be responsible for the administration of the new HRM programs, has completed a successful accreditation process through AACSB International. One of the hallmark characteristics of AACSB International accreditation is the requirement that participating institutions focus on the measurement of learning outcomes of students. This includes an expectation that program objectives will be articulated and efforts made to continually improve the processes critical to defining and meeting those objectives for all of the stakeholders.

Expected Standards of Performance
Program Goals:

1. Faculty recruitment and development will be sustained in accordance with guidelines established through existing AACSB International accreditation requirements.
2. Curriculum will be evaluated and updated to maintain a quality level consistent with the standards currently available in the discipline.

3. Student learning and satisfaction will be monitored. Evaluation criteria will be conducted to assure student learning, graduation levels, and post-graduation success.
4. Employers and graduate institutions will be surveyed to determine the quality of program graduates.

Goal Measurement:

1. Periodic Assessments of faculty teaching and scholarship activities will be monitored and recommendations for improvement provided.
2. Students will be evaluated through varied assessment measures including discipline specific exams, written reviews, and personal interviews.
3. Students will be monitored in terms of successful scholarly activities achieved throughout the course of their academic experience.
4. Enrollment and graduation trends will be monitored.
5. Post-graduation employment and graduate degree placement will be monitored.

Student Assessment Educational Objectives:

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

In addition to the overall student assessment outlined above, some basic general learning competencies will be tracked that focus on an evaluation of program and student outcomes in connection with core course competencies for all WSB graduates. These will include the following:

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

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

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

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

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1(2016-17)		Year 2(2017-18)		Year 3(2018-19)	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	$1,315,702	$25,523	$1,341,225	$0	$1,341,225	$0	$1,341,225
Benefits	$508,444	$9,820	$518,264	$0	$518,264	$0	$518,264
Total Personnel Expense	$1,824,146	$35,343	$1,859,489	$0	$1,859,489	$0	$1,859,489
Non-Personnel Expense							
Travel	$2,000	$0	$2,000	$0	$2,000	$0	$2,000
Capital	$0	$0	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0	$0	$0
Current Expense	$32,922	$2,000	$34,922	$37,343	$72,265	$37,343	$109,608
Total Non-Personnel Expense	$34,922	$2,000	$36,922	$37,343	$74,265	$37,343	$111,608
Total Expense (Personnel + Current)	$1,859,068	$37,343	$1,896,411	$37,343	$1,933,754	$37,343	$1,971,097
Departmental Funding							
Appropriated Fund	$1,859,068	$37,343	$1,896,411	$37,343	$1,933,754	$37,343	$1,971,097
Other:							
Special Legislative							

Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition							
Total Revenue	$1,859,068	$37,343	$1,896,411	$37,343	$1,933,754	$37,343	$1,971,097
Difference							
Revenue-Expense	$0	$0	$0	$0	$0	$0	$0
Departmental Instructional Cost / Student Credit Hour* *(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")*	$101		$103		$104		$106

Funding Sources

Budgetary impact of the new degrees will be modest. The proposed programs will be administered by the Department of Management, and will not require additional advising personnel, administrative staff, or other related administrative expenditures during the initial years of operation. As this proposal is to create a minor and baccalaureate degrees from existing courses with only two new courses proposed, this degree will require minimal new funds.

Reallocation

No reallocation of resources are anticipated.

Impact on Existing Budgets

Aside from an additional faculty position that is planned to be filled by the start of the program, there will be a little or no impact on existing budgets. Funding for this position has been identifed from insitutional resources.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

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

Course Prefix and Number	Title	Credit Hours
Complete one of the following: HIST 2700 and HIST 2710 or HIST 1700 HIST 1740 POLS 1000 POLS 1100	US History to 1877 and US History since 1877 American Civilization US Economic History American Heritage American National Government	3.0
PHIL 2050	Ethics and Values	3.0
HLTH 1100 **or** PES 1097	Personal Health and Wellness or Fitness for Life	2.0
ECON 2020	Macroeconomics (fulfills Social/Behavioral Science credit)	3.0
Biology		3.0
Physical Science		3.0
Additional Biology or Physical Science		3.0
Humanities Distribution (BS) Foreign Language 2020/202G (BA)		3.0/4.0
Fine Arts Distribution		3.0
	Sub-Total	36/37
Business Foundation Courses (required for Matriculation)		
ACC 2010	Financial Accounting	3.0
ACC 2020	Managerial Accounting	3.0
ECON 2010	Microeconomics	3.0
MGMT 2240 or MATH 1100	Business Quantitative Analysis (3.0) or Introduction to Calculus (4.0)	3.0
MKTG 2200	Written Business Communication (Complete with a grade of B- or higher.)	3.0
MGMT 2340	Business Statistics I	3.0
MKTG 2390	Professional Business Presentations	3.0
Business Core Requirements:		
FIN 3100	Principles of Finance	3.0
LEGL 3000	Business Law	3.0
MGMT 3000	Organizational Behavior	3.0
HR 4050	**Human Resource Information Systems**	**3.0**
MGMT 330G or MGMT 332G or ECON 305G or MKTG 335G	Survey of International Business or Cross-Cultural Communications for International Business or International Economics or International Marketing	3.0

Course Prefix and Number	Title	Credit Hours
MGMT 3450	Operations Management	3.0
MKTG 3600	Principles of Marketing	3.0
MKTG 3890	Career Preparation	3.0
MGMT 4860	Business Strategy Formulation and Implementation	4.0
MGMT 495R	Executive Lecture Series	1.0
HRM Core Requirements:		
HR 3430	Introduction to Human Resource Management	3.0
HR 3550	Organization Development	3.0
HR 3570	Training and Development	3.0
HR 4000	Total Compensation I – Pay and Incentives	3.0
HR 4010	**Total Compensation II – Benefits**	**3.0**
HR 4610	Workforce Planning and Staffing	3.0
	Sub-Total	68
Elective Courses		
Select 10 credits from the following (BS degree)	• Any 3000-4000 level WSB courses • MGMT 481R Internship (1.0) (up to 3.0) Approval needed by WSB Internship Coordinator	10.0
Select 6 credits	Of any non-Woodbury School of Business courses	6.0
Or		
Complete 12 credits of any foreign language course 1010, 1020, 2010 sequence (BA degree)		12.0
MGMT 481 R	Internship (1.0) (Must be taken for 3 credits)	3.0
	Sub-Total	16/15
	Total Number of Credits	120

Program Courses for Minor

Course Prefix and Number	Title	Credit Hours
Discipline Core Requirements		
HR 3430	Introduction to Human Resource Management	3.0
HR 3530	Employment and Labor Law	3.0
HR 4000	Total Compensation I – Pay and Incentives	3.0
HR 4610	Workforce Planning and Staffing	3.0
HR 4010	Total Compensation II – Benefits	3.0
HR 4050	Human Resource Information Systems	3.0
	Total Number of Credits	18

Program Schedule (BS Degree)

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3.0
Elective non-WSB		6.0
Physical Science Distribution		3.0
Fine Arts Distribution		3.0
	Semester total:	15.0
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 2020	Intermediate Writing	3.0
MATH 1050	College Algebra	4.0
American Institutions		3.0
Biology Distribution		3.0
	Semester total:	13.0
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
Additional Biology or Physical Science		3.0
ACC 2010	Financial Accounting	3.0
MGMT 2240 or MATH 1100	Business Quantitative Analysis or Introduction to Calculus (4)	3.0
ECON 2010	Microeconomics	3.0
MKTG 2200	Written Business Communication	3.0
	Semester total:	15.0
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PHIL 2050	Ethics and Values	3.0
Humanities Distribution		3.0
ACC 2020	Managerial Accounting	3.0
ECON 2020	Macroeconomics	3.0
MGMT 2340	Business Statistics I	3.0
	Semester total:	15.0

Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
MKTG 2390	Professional Business Presentations	3.0
MGMT 3000	Organizational Behavior	3.0
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2.0
MKTG 3600	Principles of Marketing	3.0
HR 3430	Introduction to Human Resource Management	3.0
MGMT 495R	Executive Lecture Series	1.0
	Semester total:	15.0
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
FIN 3100	Principles of Finance	3.0
MGMT 3450	Operations Management	3.0
HR 4050	Human Resource Information Systems	3.0
LEGL 3000	Business Law	3.0
HR 3550	Organization Development	3.0
	Semester total:	15.0
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 330G OR MGMT 332G or ECON 305G or MKTG 335G	Survey of International Business or Cross-cultural Communications for International Business or International Economics or International Marketing	3.0
HR 3570	Training and Development	3.0
HR 4000	Total Compensation I – Pay and Incentives	3.0
Elective 1	(From the list of optional classes)	3.0
Elective 2	(From the list of optional classes)	4.0
	Semester total:	16.0
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 4860	Business Strategy Formulation and Implementation	4.0
HR 4010	Total Compensation II – Benefits	3.0
HR 4610	Workforce Planning and Staffing	3.0
MKTG 3890	Career Preparation	3.0
Elective 3	(From the list of optional classes)	3.0
	Semester total:	16.0

Non-WSB electives can be taken in any order

Program Schedule (BA Degree)

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3.0
Foreign Language 1010		4.0
Physical Science Distribution		3.0
Fine Arts Distribution		3.0
	Semester total:	13.0
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 2010	Intermediate Writing	3.0
Biology Distribution		3.0
Foreign Language 1020		4.0
MATH 1050	College Algebra	4.0
	Semester total:	14.0
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
Foreign Language 2010		4.0
ACC 2010	Financial Accounting	3.0
MGMT 2240 or MATH 1100	Business Quantitative Analysis or Introduction to Calculus	3.0
ECON 2010	Microeconomics	3.0
MKTG 2200	Written Business Communication	3.0
	Semester total:	16.0
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PHIL 2050	Ethics and Values	3.0
Foreign Language 202G	(Fulfills Humanities Distribution)	4.0
ACC 2020	Managerial Accounting	3.0

ECON 2020	Macroeconomics	3.0
MGMT 2340	Business Statistics I	3.0
	Semester total:	16.0

Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 2390	Professional Business Presentations	3.0
Additional Biology or Physical Science		3.0
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2.0
American Institutions		3.0
HR 3430	Introduction to Human Resource Management	3.0
MGMT 495R	Executive Lecture Series	1.0
	Semester total:	15.0

Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 3000	Organizational Behavior	3.0
MKTG 3600	Principles of Marketing	3.0
HR 4050	Human Resource Information Systems	3.0
LEGL 3000	Business Law	3.0
HR 3550	Organization Development	3.0
	Semester total:	15.0

Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 330G OR MGMT 332G or ECON 305G or MKTG 335G	Survey of International Business or Cross-cultural Communications for International Business or International Economics or International Marketing	3.0
HR 3570	Training and Development	3.0
HR 4000	Total Compensation I – Pay and Incentives	3.0
FIN 3100	Principles of Finance	3.0
MGMT 3450	Operations Management	3.0
	Semester total:	15.0

Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
MKTG 3890	Career Preparation	3.0
MGMT 4860	Business Strategy Formulation and Implementation	4.0
HR 4010	Total Compensation II – Benefits	3.0
HR 4610	Workforce Planning and Staffing	3.0

MGMT 481R	Internship (1.0) Approval needed by WSB Internship Coordinator	3.0
	Semester total:	16.0

Non-WSB electives can be taken in any order

Program for Minor

Semester 3	Title	Credit Hours
HR 3430	Introduction to Human Resource Management	3.0
HR 3530	Employment and Labor Law	3.0
Semester 4	Title	Credit Hours
HR 4000	Total Compensation I – Pay and Incentives	3.0
HR 4610	Workforce Planning and Staffing	3.0
Semester 5	Title	Credit Hours
HR 4010	Total Compensation II – Benefits	3.0
Semester 6	Title	Credit Hours
HR 4050	Human Resource Information Systems	3.0
	Total Number of Credits	18.0

Section VII: Faculty

Current Faculty / Full Time Tenured or Tenure Track

Kupka, Bernd (Associate Professor)
    Ph D, University of Otago, 2008.

    MS, Radford University, 2003.
    Major: Corporate and Professional Communication

    BA, University of Hawaii at Hilo, 2001.
    Major: Communication

Westover, Jon H (Associate Professor)
    Ph D, University of Utah, 2011.
    Major: Sociology
    Supporting Areas of Emphasis: Sociology of Work and Organizations; Comparative International Sociology:
    International Political Economy
    Dissertation Title: The International Political Economy of Job Quality Characteristics and Worker Satisfaction:
    A Cross-National Comparative Analysis

    MS, University of Utah, 2007.
    Major: Sociology
    Supporting Areas of Emphasis: Work and Organizations
    Dissertation Title: A Cross-National Comparative Analysis of Job Quality Characteristics & Perceived Job
    Satisfaction: From Post and Neo-Fordist Perspectives

Graduate Demography Certificate, University of Utah, 2007.
Major: Demography
Supporting Areas of Emphasis: Socio-economic Status and Occupational Differences
Dissertation Title: Worker Health and Occupational Differences in the Experience of Mortality

Graduate Higher Education Teaching Specialist Certificate, University of Utah, 2007.
Major: Higher Education Teaching
Supporting Areas of Emphasis: Engaged Learning

Master of Public Administration, Brigham Young University, 2005.
Major: Public Administration
Supporting Areas of Emphasis: Human Resource Management and Organizational Behavior

BS, Brigham Young University, 2003.
Major: Sociology: Research and Analysis
Supporting Areas of Emphasis: Business Management Minor; Korean Language Minor

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Science in Digital Marketing

Issue

Utah Valley University (UVU) requests approval to offer a Bachelor of Science in Digital Marketing effective Fall Semester, 2016. The UVU Board of Trustees approved the program on October 8, 2015.

Background

This program is being developed to meet the changing needs of the marketing industry that increasingly relies on digital technologies to support organizational marketing efforts especially in areas such as promotion, advertising, sales, and branding. UVU's program provides content in website marketing and design, organic and paid search marketing, social media marketing, content marketing, marketing and data analytics, marketing content strategy, and creative marketing strategy. The program is designed to develop workforce talent in the combined areas of creativity, quantitative analysis, and business skills. While other institutions within the Utah System of Higher Education provide coursework in digital marketing areas, UVU is the first to develop and group courses together into a degree program specific to this emerging field.

The Utah Department of Workforce Services' Occupational Explorer shows the following state-wide labor market data for people prepared in areas related to UVU's proposed program.

SOC Code	Occupational Classification	Estimated Annual Job Openings	Median Annual Wages
11-2011	Advertising and Promotions Managers	10	$ 85,390
11-2021	Marketing Managers	70	$113,010
11-2022	Sales Managers	150	$ 96,360
11-2031	Public Relations and Fundraising Managers	10	$ 85,000
13-1161	Market Research Analysts and Marketing Specialists	310	$ 54,040

While faculty members with expertise in digital marketing are currently in place at UVU, the institution plans to add an additional faculty member to support the program. Funding for the program will come from existing resources and revenue streams that are currently in place at the institution.

<u>Policy Issues</u>

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

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Board of Regents approve Utah Valley University's request to offer the Bachelor of Science in Digital Marketing.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Section I: The Request

The Marketing Department in the Woodbury School of Business at Utah Valley University requests approval to offer a Bachelor of Science in Digital Marketing effective Fall Semester, 2016. The Utah Valley University Board of Trustees approved the program on October 8, 2015.

Section II: Program Description

Complete Program Description
The Bachelor of Science (BS) in Digital Marketing provides students with an in-depth study into all facets of digital marketing. Students will be taught website marketing and design, organic and paid search marketing, social media marketing, content marketing, and marketing analytics. Students will take classes in marketing content strategy, creative marketing strategy, computer programming, and data analytics. The digital marketing major is targeted at students who want to use creativity, quantitative skills, and business skills in their future careers.

Purpose of Degree
The BS in Digital Marketing will prepare students for emerging needs that businesses and other organizations have to use social media, the Internet, and other means of technology to build brand awareness, promote products and ideas, to increase sales and revenues, and to fulfill other objectives of the marketing function. The program will build a partnership with technology companies in the region to provide well-prepared future employees who can provide value to organizations through the use of in-demand technical skills.

Institutional Readiness
Currently, UVU has two faculty devoted to teaching digital marketing curriculum. The newly created digital marketing major will use select classes from the digital media department major to supplement the curriculum. The Marketing Department currently has one open faculty position which will be filled by a new digital marketing faculty member by Fall Semester, 2016. Faculty who teach digital marketing will require continuous professional training to ensure the digital marketing curriculum meets the demands of the marketplace.

Departmental Faculty

Department Faculty Category	Dept Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dept Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	3		3
Full-time Non-Tenured	4		4
Part-time Tenured			
Part-time Non-Tenured	1		
With Master's Degrees			
Full-time Tenured	2		
Full-time Non-Tenured	5		5
Part-time Tenured			
Part-time Non-Tenured	7	1	8

With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured	1		
Part-time Tenured			
Part-time Non-Tenured	2		2
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	1		1
Total Headcount Faculty in the Department			
Full-time Tenured	5	0	5
Full-time Non-Tenured	10	0	10
Part-time Tenured	0		0
Part-time Non-Tenured	11	1	12
Total Department Faculty FTE *(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")*	18.90	0.38	19.28

Staff
No new staff will be needed to implement the program.

Library and Information Resources
Library and information resources are currently in place to support the needs of the program.

Admission Requirements
Students will apply to the business school and will be required to take the same core business courses required for other business majors. No additional requirements exist for admission into the program.

Student Advisement
Students will be advised using the current Woodbury School of Business advisors. No new advisors will be required.

Graduation Standards and Number of Credits
1. Completion of a minimum of 120 semester credits required in the BS degree; at least 40 credit hours must be upper-division courses.
2. Overall grade point average 2.0 or above with a minimum of 2.5 GPA in all Woodbury School of Business courses. No grade lower than a C- in core and specialization courses.
3. Residency hours: Minimum of 30 credit hours of business courses through course attendance at UVU, with at least 10 hours earned in the last 45 hours.
4. Completion of general education and specified departmental requirements. Students are responsible for completing all prerequisite courses.
5. Successful completion of at least one Global/Intercultural course.

External Review and Accreditation
No special accreditation is required for the program above and beyond what currently exists with the Woodbury School of Business' current accreditation through AACSB. The proposed program was presented and discussed at a meeting of the Woodbury School of Business National Advisory Board. In addition, industry executives at Adobe, Overstock.com, and various ad agencies reviewed the program. The institution plans to convene a Board of Advisors

for the marketing department in 2016. This group will provide on-going feedback and guidance on the skills required to meet the needs of area employers.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates **in Proposed Program**	0	0	15	25	45	45
Total # of Declared Majors **in Proposed Program**	0	15	40	70	90	90
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE *(as reported in Faculty table above)*	18.90	18.90	19.15	19.15	19.28	19.28
Total Department Student FTE *(Based on Fall Third Week)*	394	394	398	401	403	403
Student FTE per Faculty FTE *(ratio of Total Department Faculty FTE and Total Department Student FTE above)*	20.85	20.85	20.78	20.94	20.90	20.90
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)						

Expansion of Existing Program
The new program is an expansion of the current digital marketing emphasis in the Marketing Department at UVU.

Section III: Need

Program Need
The need for a digital marketing major exists because of increased demand from techology companies in the region and the overall change in the marketing industry to digital technologies.

Labor Market Demand
The institution reported that a job search on Indeed.com performed on April 22, 2015 for digital marketing jobs within 100 miles of UVU produced 342 digital marketing jobs. EMarketer, a leader in market research recently estimated digital ad spending to be $137.5 billion, accounting for 25% of total ad spending in 2014.[1]

The Utah Department of Workforce Services' Occupational Explorer shows the following state-wide labor market data for people prepared in areas related to UVU's proposed program.

SOC Code	Occupational Classification	Estimated Annual Job Openings	Median Annual Wages
11-2011	Advertising and Promotions Managers	10	$ 85,390

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[1] http://www.emarketer.com/Article/Digital-Ad-Spending-Worldwide-Hit-3613753-Billion-2014/1010736

11-2021	Marketing Managers	70	$113,010
11-2022	Sales Managers	150	$ 96,360
11-2031	Public Relations and Fundraising Managers	10	$ 85,000
13-1161	Market Research Analysts and Marketing Specialists	310	$ 54,040

Student Demand

Utah Valley University's Marketing Department currently offers two sections of MKTG 3660 Digital Marketing per semester, and reported consistent full enrollment with 40 plus students. To test demand, the department created two additional courses using a special topics 459R status. One section of Marketing with Social Media has been offered for the past two years and has met student capacity enrollment requirements despite being difficult for students to find in the course catalogue. Advanced Digital Marketing and Analytics has also been offered under the 459R status for the past three semesters. This course has also met student capacity requirements and will receive a course number this fall.

Similar Programs

No other digital marketing degree program exists within USHE although other higher education institutions offer related courses. There appear to be relatively few digital marketing baccalaureate degrees in the nation.

Collaboration with and Impact on Other USHE Institutions

The program has been reviewed by the other USHE institutions and received clearance from the Chief Academic Officers to move forward to the Board of Regents.

Benefits

With few similar programs across the country and with growing demand in the market place, it is anticipated that UVU will become a recognized provider of digital marketing programs in the region and the state. Utah students seeking a degree that focuses on this specific skill-set will be able to remain in Utah to achieve their educational goals.

Consistency with Institutional Mission

The mission of a Master's Colleges and University, the classification to which UVU belongs, states that the institution will "transmit knowledge and skills primarily through undergraduate programs at the associate's and baccalaureate levels…. The institution contributes to the quality of life and economic development at the local and state levels." The proposed program meets this mission objective.

Utah Valley University's four key themes include the following: student success, inclusion, engaged learning, and serious rigor. Student success is defined as supporting students in achieving educational, professional, and personal goals. The new major in digital marketing will give UVU students knowledge and skills that will be acquired through engaged learning projects and that require in-depth specialization and rigor.

Section IV: Program and Student Assessment

Program Assessment

In addition to building on basic marketing strategies obtained in prerequisite courses, digital marketing students will learn the following key skills: e-commerce, website design and development, paid and organic search including Google AdWords, email marketing, blogging, the main five (Facebook, Twitter, Pinterest, LinkedIn and Google +) social media platforms, basic graphic design, copy writing skills, and Google Analytics.

Students will learn key concepts and skills through engaged learning opportunities. Consequently, each course has been designed to include applied learning activities. Students will be evaluated by critical thinking assessment through class papers, projects, and presentations. Students will also be evaluated by the analytics of digital marketing. Students will be evaluated for how high their AdWords campaign ranks in Google, or the number of comments on their blog post. Students will also have traditional quizzes and exams to evaluate the ideas and concepts learned from assigned readings. Lastly, students will be evaluated based on the results they achieve for the companies in which they perform engaged learning projects. The overall learning outcomes for the degree will focus on developing critical thinking, marketing strategy, digital marketing, and professional skills.

Expected Standards of Performance
Standard 1: Critical Thinking
Students will exhibit an understanding of six categories of critical thinking that can be used in their business careers and throughout their lives.

> *1.1 Cognitive skills.* Students will use critical thinking, reflective thoughts, quantitative reasoning, and logic to evaluate information. Students will use these skills to formulate ideas and strategies for personal and marketing situations.

> *1.2 Knowledge acquisition.* Students will be able to master key concepts and ideas in digital marketing. Digital Marketing is a self-taught field with trial and error. Students need to understand that they cannot know everything, but they must learn the process of teaching themselves new concepts through curiosity and hard work.

> 1.3 *Interpersonal Development.* Students will develop an ability to work with other people appreciating their teams' human weaknesses and strengths, and students must learn to motivate others to pursue a group goal.

> 1.*4 Practical Competency.* Students will learn to manage their own business projects, careers, and personal affairs to become self-sufficient.

> 1.5 *Communication.* Students will exhibit professional, clear, concise business communication in their verbal and written business communications. Students will also exhibit a high-level ability to communicate via public speaking and business presentations.

> 1.6 *Ethics.* Students will understand their responsibilities as a member of the business community to exhibit ethical standards and a commitment to business integrity.

Goal 2: Marketing Strategy
Students will exhibit an understanding of the marketing process using traditional marketing theory that includes:

> 2.1 *Market Research.* Students will critically analyze the marketing opportunity by researching the market and target market competition using primary and secondary data.

> 2.2 *Marketing STP.* Students will exhibit an awareness of the segmentation, targeting, and positioning (STP). Students will show a cohesive understanding of how these factors create a brand.

> 2.3 *4Ps of Marketing.* Students integrate the STP into the tactical marketing strategy and the Marketing 4Ps—Product, Price, Place, and Promotion.

Goal 3: Digital Marketing
Students will show an understanding of digital marketing practices and process for creating customer engagement and consumer purchase using the current digital marketing practices.

> 3.1 *Website and Content.* Students will understand the basic marketing concepts behind a website including design, communication, promotion, e-tailing, email marketing campaigns, Search Engine Optimization (SEO), and Google AdWords.

> 3.2 *Social Media.* Students will understand the basic social media platforms and how to use these platforms to engage consumers and build a brand. Students will understand the strategy behind blogging, content creation, design, advertising, affiliate marketing, analytics, and social media marketing.

3.3 *Analytics.* Students will understand and develop an analytical approach to understand consumer purchasing behavior on the Internet using Google Analytics. Students will use the information from Google Analytics to market products and services to consumers.

Goal 4: Engaged Learning with Client Consulting
Students will demonstrate behaviors and processes for managing small consulting projects including establishing goals and managing client expectations, communicating with clients, and producing an end-result project for engaged partners at UVU.

4.1 *Business Development.* Students will be able to find engaged clients and secure relationships for the engaged consulting processes. Students will define client-consultant relationships and manage those relationships through the consulting project.

4.2 *Assessment and Planning.* Students will be able to evaluate the engaged project and assess opportunities for business development. Students will write a marketing plan and proceed with the tactical marketing plan execution.

4.3 *Deliverables.* Students will deliver high-quality, professional digital marketing results for their clients in both live Internet projects and written reports at the end of engaged projects.

Section V: Finance

Department Budget

Departmental Data	Current Departmental Budget - Prior to New Program Implementation	Departmental Budget					
		Year 1 (2016-17)		Year 2 (2017-18)		Year 3 (2018-19)	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries & Wages	$1,043,336	$0	$1,043,336	$5,450	$1,048,786	$2,834	$1,051,620
Benefits	$376,579	$0	$376,579	$578	$377,157	$300	$377,457
Total Personnel Expense	$1,419,915	$0	$1,419,915	$6,028	$1,425,943	$3,134	$1,429,077
Non-personnel Expense							
Travel	$2,000	$0	$2,000	$0	$2,000	$0	$2,000
Capital	$0	$0	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0	$0	$0
Current Expense	$15,692	$0	$15,692	$1,000	$16,692	$0	$16,692
Total Non-personnel Expense	$17,692	$0	$17,692	$1,000	$18,692	$0	$18,692
Total Expense (Personnel + Current)	$1,437,607	$0	$1,437,607	$7,028	$1,444,635	$3,134	$1,447,769
Departmental Funding		Year 1 (2016-17)		Year 2 (2017-18)		Year 3 (2018-19)	
Appropriated Fund	$1,437,607	$0	$1,437,607	$7,028	$1,444,635	$3,134	$1,447,769
Other:							
Special Legislative Appropriation							
Grants and Contracts							

Three-Year Budget Projection

Special Fees/Differential Tuition							
Total Revenue	$1,437,607	$0	$1,437,607	$7,028	$1,444,635	$3.134	$1,447,769
Difference							
Revenue - Expense	$0	$0	$0	$0	$0	$0	$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	$122		$122		$121		$120

Funding Sources

The funding for the proposed degrees will come from institutional funds from state allocations and new tuition revenue.

Reallocation

It is not anticipated that the program will require internal reallocation of resources.

Impact on Existing Budget

No existing budgets will be impacted by this program.

Program Curriculum Digital Marketing Bachelor of Science Degree

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
General Education Requirements		36
ENGL 1010	Introduction to Writing	3
ENGL 2010	Intermediate Writing	3
or ENGL 2020		
MATH 1050	College Algebra	4
Complete one of the following:		3
HIST 2700	US History to 1877 (3.0)	
And HIST 2710	US HIST US History since 1877 (3.0)	
HIST 1700	American Civilization (3.0)	
HIST 1740	US Economic History (3.0)	
POLS 1000	American Heritage (3.0)	
POLS 1100	American National Government (3.0)	
Complete the following:		
PHIL 2050	Ethics and Values	3
HLTH 1100	Personal Health and Wellness (2.0)	2
or PES 1097	Fitness for Life (2.0)	
Distribution Courses:		
ECON 2020	Macroeconomics (fulfills Social/Behavioral Science credit) *	3
Biology	Biology	3
Physical Science	Physical Science	3
Additional Biology or Physical Science	Additional Biology or Physical Science	3

Course Prefix and Number	Title	Credit Hours
Humanities Distribution	Humanities Distribution	3
Fine Arts	Fine Arts	3
Discipline Core Requirements:		**78**
Business Foundation Courses:		
ACC 2010	Financial Accounting	3
ACC 2020	Managerial Accounting	3
ECON 2010	Microeconomics	3
MATH 1100	Introduction to Calculus	4
or MGMT 2240	Business Quantitative Analysis (3.0)***	
MKTG 2200	Written Business Communication (Complete with B- Grade or higher)*	3
MGMT 2340	Business Statics I	3
MKGT 2390	Professional Business Presentations	3
Business Core Courses:		
FIN 3100	Principles of Finance*	3
INFO 3120	Managerial Information Systems	3
LEGL 3000	Business Law	3
MKGT 3600	Principles of Marketing	3
MGMT 3000	Organizational Behavior	3
MGMT 3450	Operations Management*	3
MKGT 3890	Career Preparation	3
MGMT 4860	Business Strategy Formulation and Implementation*	4
MGMT 493R	Entrepreneurship Lecture Series	1
or MGMT 495R	Executive Lecture Series	
Digital Marketing Core:		
MKGT 3660	Digital Marketing	3
MKGT 3680	Marketing with Social Media	3
MKGT 483R	Digital Marketing Internship (1.0)	2
MKGT 3690	Advanced Digital Marketing and Analytics	3
MKGT 3685	**Content Marketing**	**3**
MKGT 3695	**Digital Marketing Capstone**	**3**
DGM 1110	Digital Media Essentials I	4
DGM 2320	Digital Photography and Compositing I	3
DGM 2120	Web Essentials	3
DGM 2341	Digital Output for Mobile Media	3
Elective Courses:		6
Complete 6 credits of the following:		
MKGT 3220	Retail Management (3.0)	
MKGT 3620	Consumer Behavior (3.0)	
MKGT 3650	Professional Selling (3.0)	
MKGT 3670	Advertising and Promotion (3.0)	
DGM 2250	Principles of Digital Design (3.0)	
DGM 2271	Digital Media Design I (3.0)	
DGM 2280	Digital Effects I (3.0)	
DGM 3750	Media Traffic and Analytics (3.0)	

Course Prefix and Number	Title	Credit Hours
DGM 4000	Writing for Digital Media (3.0)*	
ART 1050	Photography I (3.0)	
ART 1420	Introduction to Graphic Design (3.0)	
ART 1400	Graphic Computer Applications (3.0)	
	Total Number of Credits	120

*Courses with an asterisk (*) cannot be taken until the student has completed matriculation.
***If MGMT 2240 is taken, an additional 1 credit of elective may be required. See Advisor.

Program Schedule

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3
MATH 1050	College Algebra	4
Physical Science		3
Fine Art		3
HLTH 1100 or PES 1097		2
	Semester total:	15
Spring of First Year (Course Prefix and Number)	**Course Title**	**Credit Hours**
English 2010/2020	Intermediate Writing	3
MGMT 2240	Business Quantitative Analysis (3.0)	
or MATH 1100	Introduction to Calculus	4
Biology		3
American Institution		3
MKTG 2390	Professional Business Presentations	3
	Semester total:	16
Fall of Second Year (Course Prefix and Number)	**Course Title**	**Credit Hours**
PHIL 2050	Ethics and Values	3
MGMT 2340	Business Statistics I	3
ACC 2010	Financial Accounting	3
ECON 2010	Microeconomics	3
MKTG 2200	Written Business Communication	3
	Semester total:	15

Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
ACC 2020	Managerial Accounting	3
ECON 2020	Macroeconomics	3
MGMT 3000	Organizational Behavior	3
Additional Biology or Physical Science		3
Humanities		3
	Semester total:	15
Fall of Third Year (Course Prefix and Number)	**Course Title**	**Credit Hours**
FIN 3100	Principles of Finance	3
LEGL 3000	Business Law	3
MKTG 3600	Principles of Marketing	3
DGM 1110	Digital Media Essentials I	4
DGM 2320	Digital Photography and Compositing I	3
	Semester total:	16
Spring of Third Year (Course Prefix and Number)	**Course Title**	**Credit Hours**
MGMT 3450	Operations Management	3
MKTG 3660	Digital Marketing	3
MKTG 3680	Marketing with Social Media	3
DGM 2120	Web Essentials	3
DGM 2341	Digital Output for Mobile Media	3
	Semester total:	15
Fall of Fourth Year (Course Prefix and Number)	**Course Title**	**Credit Hours**
MGMT 4860	Business Strategy Formulation and Implementation	4
MGMT 493R/495R	Entrepreneurship/Executive Lecture Series	1
MKTG 3890	Career Preparation	3
MKTG 3690	Advanced Digital Marketing and Analytics	3
MKTG 3220, 3620, 3650,3670) or DMG (2250,2271,2280,3750,4000) or ART (1050,1420,1400)	Digital Marketing or DGM Electives	3
	Semester total:	14
Spring of Fourth Year (Course Prefix and Number)	**Course Title**	**Credit Hours**
MKTG 483R	Digital Marketing Internship	2

MKTG 3685	Content Marketing	3
MKTG 3695	Digital Marketing Capstone	3
MKTG 3220, 3620, 3650,3670) or DMG (2250,2271,2280,,3750,4000) or ART (1050,1420,1400)	Digital Marketing or DGM Electives	3
INFO 3120	Management Information Systems	3
	Semester total:	14
	Total Number of Credits	120

Section VII: Faculty

S Paige Gardiner, MBA
Current Positions
Professional in Residence
Director of Digital Marketing, UVU
Lead Instructor MKTG 3600, UVU

Education
EdD, University of Wyoming, expected graduation May 2017
MBA, Brigham Young University
BA, Brigham Young University

Awards
Faculty of the Year, Wolverine Achievement Awards 2015
Educator of the Year, Wolverine Athletics Department 2015
Advisor of the Year, UVU Clubs 2014
Nominated top 3 Advisor of the Year, Wolverine Achievement Awards 2014

Steven C Huff, PhD
Current Positions
Associate Professor of Marketing, UVU
Visiting Assistant Professor of Marketing, UC Berkeley
Lead Instructor for:
Marketing Management (MKTG 6810 and MKTG 6600)
Creativity and Problem Solving (MKTG 6920)
Internet Marketing and Analytics (MKTG 3690)
Digital Marketing (MKTG 3660)
UVU MBA Program Committee Member
UVU Woodbury School of Business Futures Committee Member, Delta Committee

Education
Ph.D. in Marketing, Haas School of Business, UC Berkeley
MBA, Marriott School of Management, Brigham Young University
BS, Computer Engineering, Utah State University

Awards

Faculty of the Year, Wolverine Achievement Awards, 2014
Outstanding Educator of the Year, UVU Alumni Association, 2013

Certifications
Google's Google Analytics Certification 2014

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: <u>Utah Valley University – Bachelor of Science in Special Education</u>

Issue

Utah Valley University (UVU) requests approval to offer a Bachelor of Science (BS) in Special Education effective fall 2016. The institutional Board of Trustees approved the degree on October 8, 2015.

Background

UVU's proposed BS in Special Education is in response to a pressing need for qualified special education teachers in its service area, as well as across the state and nation. The proposed degree meets Utah State Office of Education requirements for licensure in K-12 Special Education in mild/moderate disabilities. Through electives, students could choose to specialize in Secondary Special Education Mathematics or Autism Studies (UVU is home to a recently-approved center and minor in Autism Studies). Students could also apply electives toward a dual license in Special Education and Elementary Education (K-6) or Secondary Education.

With some key recent hires, UVU now has three full-time faculty members with backgrounds in Special Education and Autism Studies to support the proposed BS degree. These specialists, along with other faculty from the UVU School of Education and College of Humanities and Social Sciences, provide the team needed to offer the required and elective courses through the first three years, after which it is anticipated an additional full-time faculty member will be hired. Otherwise, existing staff, library and information resources, and funding are sufficient to offer the proposed degree.

The proposed 122-credit BS in Special Education includes 36 credit hours of general education, 16 credit hours in the pre-professional emphasis, 58 upper-division credit hours in the special and general education program, and 12 elective credit hours. Eleven new Special Education courses would be developed for the proposed degree. Admission criteria for UVU's proposed Special Education program are the same as the University's current Elementary Education program, including required standardized test scores, a grade point average of 3.0 or higher, an interview, and completion of general education and pre-professional courses. The UVU School of Education is nationally accredited by the Council for Accreditation of Educator Preparation (CAEP), and the proposed BS in Special Education has been designed to meet CAEP standards, Utah State Office of Education standards, Utah Effective Teaching standards, and Council for Exceptional Children Initial Level Special Educator Preparation standards.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Utah Valley University and the Board of Regents. Chief academic officers and appropriate faculty have reviewed and are supportive of Utah Valley University's request to offer a BS in Special Education, with several suggestions from the Utah System of Higher Education peers being incorporated into the UVU proposal. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley University to offer a Bachelor of Science in Special Education.

_____
David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Section I: The Request

Utah Valley University (UVU) requests approval to offer a Bachelor of Science (BS) in Special Education effective in fall 2016. The institutional Board of Trustees approved the degree on October 8, 2015.

Section II: Program Description

Complete Program Description

The Professional Special Education Teacher Education Program at Utah Valley University is designed to prepare quality, entry-level candidates for teaching students with mild to moderate disabilities in Special Education programs grades K-12. Students successfully completing the Teacher Education Program graduation and licensure requirements will receive a BS in Special Education and a Level I Utah Professional Teaching License. Through electives, students can choose to specialize in concentration areas such as Autism Studies or Secondary Special Education Mathematics. Additionally, students can choose to earn a dual license in Special Education and Elementary Education grades K-6 or Secondary Education. To continue in the Teacher Education Program, students are expected in all coursework to maintain all program standards. They must maintain expected levels of competence in fieldwork and student teaching placements with all course grades at or above a B- and a program GPA of 3.00 or higher. In addition, teacher candidates are expected to adhere to standards of personal integrity, responsibility, and citizenship commonly expected of professional educators.

Purpose of Degree

The proposed Bachelor of Science in Special Education would support UVU and USHE in fulfilling their mission to promote student success and meet regional education needs. The overall goal of the BS in Special Education is to prepare quality, entry-level candidates for teaching students with mild to moderate disabilities in Special Education programs grades K-12. Based on principles from the Teacher Education Accreditation Council standards, Council for Accreditation of Educator Preparation standards, Utah Effective Teaching standards, and Council for Exceptional Children Initial Level Special Educator Preparation standards, expected outcomes for graduates include: (1) demonstrate understanding of learning development and meet the needs of individual learning differences; (2) work with learners to create a safe, inclusive, culturally responsive, and motivating learning environment; (3) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline; (4) use multiple methods of assessment in making educational decisions; (5) use a repertoire of evidence-based instructional strategies as they plan and design instruction; (6) continually reflect and evaluate professional learning and ethical practices; and (7) collaborate with learners, families, colleagues, related service providers, and community members to build a shared vision.

Institutional Readiness

The proposed Bachelor of Science in Special Education would be supported by the existing administrative structures in the School of Education and the College of Humanities and Social Sciences. New

organizational structures would not be necessary to deliver the program. The new program would impact other programs at UVU positively. The BS in Special Education would be an excellent pairing for any related programs at UVU. For example, through electives, students could choose to specialize in concentration areas such as Autism Studies or Secondary Special Education Mathematics. Additionally, students could choose to earn a dual license in Special Education and Elementary Education grades K-6 or Secondary Education. The courses would be delivered on campus and face-to-face, with some materials and activities online through Canvas requiring some Internet access.

Departmental Faculty

The current team employed in the School of Education and College of Humanities and Social Sciences would cover the required classes and electives until year three. One new Elementary Education faculty for the foundational courses would be hired by the third year. UVU currently employs two faculty qualified to teach courses in special education, which would be housed in the Elementary Education Department in the School of Education: Dr. Nichole Wangsgard, Associate Professor of Education, and Kristin Wright, Lecturer. Dr. Wangsgard earned a Doctorate in Special Education and Ms. Wright holds a Master of Special Education. The College of Humanities and Social Sciences recently hired Dr. Francine Baffa who earned a Doctorate in Autism and Intellectual Disabilities. Dr. Baffa was hired with the expectation to teach special education courses for the School of Education, as well as courses in the College of Humanities and Social Sciences. With three qualified faculty currently employed, UVU would not need to hire additional faculty for the first years.

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	9	1	10
Full-time Non-Tenured	7		7
Part-time Tenured			
Part-time Non-Tenured	3		3
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	6		6
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			

Part-time Non-Tenured	6		6
Total Headcount Faculty in the Department			
Full-time Tenured	9	1	10
Full-time Non-Tenured	8		8
Part-time Tenured			
Part-time Non-Tenured	15		15
Total Department Faculty FTE *(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")*	27.20	2.13	29.33

Staff

Offering a Bachelor of Science in Special Education would not change staffing needs at UVU.

Library and Information Resources

Offering a Bachelor of Science in Special Education would not result in the need for additional library and informational resources at UVU. The School of Education works closely with the library to provide sufficient resources for students and professors. There are currently plenty of resources to serve the needs of students enrolling in the new program. For example, there is full-text access to the journals titled *Learning Disabilities Research and Practice* and *Journal of Applied Behavior Analysis*. Also, there are current books and media resources available, such as the book titled *Learning Disabilities: From Identification to Intervention* and the DVD titled *Understanding Learning Disabilities.*

Admission Requirements

In order to meet the admission requirements for the Special Education Program, students would need to meet the same Matriculation Requirements of the Elementary Teacher Education Program. Admission criteria include:

- PRAXIS II Test 5031 Elementary Education: Multiple Subject
  Required scores: Read/Lang Art = 165, Math = 165, Social Studies = 155, Science = 159.
  Exam repeatable at $50 per section only during testing windows.
- ACT or SAT (if Praxis is not passed by application deadline) - ACT composite score of 21 with a Verbal/English score no less than 20 and a Math/Quantitative score no less than 19 or a combined SAT score of 1000 with neither math nor verbal below 450 by program admission deadline
- GPA of 3.0 or higher
- A group interview directed by the Teacher Education Selection and Retention Committee
- General Education and Pre-program coursework

Student Advisement

Academic advising for students majoring in special education would be done by UVU's School of Education academic advisors.

Justification for Graduation Standards and Number of Credits

Graduation requirements for the proposed Bachelor of Science in Special Education would require completion of a minimum of 122 semester credits. These total semester credit hours include the following requirements: General Education (36 credits), Pre-Professional emphasis (16 credits), Electives (12 credits), and Upper Division Special and General Education Program (58 credits). The number of credit hours and the GPA requirements put the proposed BS in Special Education in alignment with the existing UVU Professional Elementary Education major (120 credits), as well as Special Education majors elsewhere in the Utah System of Higher Education. For example, the students must complete 122 credit hours in order to graduate with a BS in Special Education through the University of Utah.

External Review and Accreditation

The UVU teacher education program received national accreditation from the Teacher Education Accreditation Council (TEAC) and Council for Accreditation of Educational Programs (CAEP) in spring 2013. Since the School of Education earned accreditation, the proposed program would be accredited and reviewed during the next audit in 2020. In the next accreditation cycle TEAC will no longer exist. The new program would only be accredited through CAEP–IB (Inquiry brief) pathway.

The proposed program would be prepared for the next review, because the program has been designed to be consistent with national standards for academic content and pedagogical delivery of a major in special education. The program's principal goals are based on the CAEP standards, Utah State Office of Education standards, Utah Effective Teaching standards, and the Council for Exceptional Children Initial Level Special Educator Preparation standards. Additionally, as a member of Council for Exceptional Children and with 14 years of teaching experience in pre-service special education teacher preparation programs, Dr. Nichole Wangsgard has been hired to help create and monitor the new Special Education Program. Recently, she consulted with the Utah State Office of Education regarding the proposed program. After consulting with Travis Rawlings, licensing coordinator, Dr. Wangsgard confirmed that the proposed program is in alignment with the State of Utah licensure requirements in special education. Since the external audit review will happen in 2020, the School of Education's Accreditation Committee meets regularly to monitor teacher education programs and student assessments. Members include the following faculty: Vessela Ilieava, Stan Harward, Parker Fawson, Mary Sowder, Raquel Cook, Mike Patch, Mi Ok Kang, Sandy Jay, Nichole Wansgard, and Eva Sanchez.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates **in Proposed Program**	0	0	10	15	20	25
Total # of Declared Majors **in Proposed Program**	0	10	25	35	45	50
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE *(as reported in Faculty table above)*	27.20	27.83	28.03	28.87	29.33	29.33
Total Department Student FTE *(Based on Fall Third Week)*	476	481	489	507	523	527
Student FTE per Faculty FTE *(ratio of Total Department Faculty FTE and Total Department Student FTE above)*	17.50	17.28	17.45	17.56	17.83	17.97
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)						

Expansion of Existing Program

The proposed program would strengthen current programs and courses available at UVU. Through electives, students could choose to specialize in concentration areas such as Autism Studies or Secondary Special Education Mathematics.

Section III: Need

Program Need

There is a growing demand for a Bachelor of Science in Special Education and jobs for UVU graduates who complete the program. According to the U.S. Department of Education, 12% of students in Utah are identified as having disabilities.[7] Also, Utah has the second-highest prevalence of autism in the nation (1 in 54), and Utah County has the highest rate in Utah.[8] Students completing the proposed degree, and selecting the optional autism minor, would be qualified to teach students with autism spectrum disorder. Utah has dealt with the shortage of qualified special education teachers by offering educators an alternative route to licensure. The route gives practicing teachers, without special education degrees, the option of teaching without being highly qualified for three years while they complete special education courses. In 2011, Education Week reported that Utah was one of eight states to receive a rating of "Needs

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[7] http://eddataexpress.ed.gov/state-report.cfm/state/UT
[8] http://www.cdc.gov/ncbddd/autism/states/addm-utah-fact-sheet.pdf

Intervention" from the U.S. Department of Education for services in special education as of the 2010-11 school year.[9] This rating indicates that Utah needs to improve the quality and quantity of professionals and services provided to students with disabilities.

Labor Market Demand

Teachers in special education programs in public schools are required to hold a specialized degree in special education for grades K-12. Teachers receiving the proposed degree from UVU would be qualified for positions with mild/moderate K-12 and special education students in Utah and across the U.S., depending on local requirements. The option to specialize in concentration areas such as Autism Studies or Secondary Special Education Mathematics would provide additional utility for program graduates. Courses included in this degree program would also help prepare those individuals interested in working as paraprofessionals in special education programs. Paraeducators employed in Title I federal programs must complete two years of study at an institution of higher learning, earn an associate's degree (or higher), or meet a rigorous standard of quality that demonstrates, through a formal assessment, knowledge of and ability to assist in reading, writing, and mathematics instruction.

Projected enrollments of students in neighboring school districts anticipate that the pattern of increasing need to accommodate students with special learning challenges will continue. In 2014, the University of Utah and Utah State University placed 100% of their graduates in special education, illustrating the high market demand for highly-qualified special education teachers from accredited institutions. Also, a unique feature of the proposed UVU Special Education Licensure Program would be the optional specialization in Autism Studies (already in place in UVU's College of Humanities and Social Sciences). Currently one in 68 students in the U.S. has been identified with autism spectrum disorder (ASD), a number that has been increasing steadily over the past decade.[10] Utah rates of ASD (currently one in 54 children) have been increasing less rapidly than the national average, but still constitute the second highest rates in the nation. Utah County has an ASD rate of one in 40.[11] Local school districts are taking note of the high ASD rate and looking for ways to increase their instructional support for these students. Graduates who complete the proposed bachelor's degree and the optional autism minor would be qualified to teach students with ASD. Additional data on the need for special education teachers can be found on *Teacher-to-Teacher*, a site partnered with the Utah State Department of Education and dedicated to listing current job openings for teachers.[12] These entries show that 158 of the 843, or 18%, of the total number of available teaching positions (as of April 24, 2015) are for special education teachers.

The teacher shortage in special education is compounded when considering the shortage of special education teachers who are trained to teach in programs specializing in autism. The National Assessment of IDEA (Individuals with Disabilities Education Act) reported that finding qualified teachers to work with children and youth with autism is difficult for school districts – 46% of the districts surveyed for this report had shortages.[13]

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[9] http://www.edweek.org/ew/section/infographics/36idea_map.html
[10] http://www.cdc.gov/ncbddd/autism/data.html
[11] Utah Department of Health, 2013
[12] www.teachers-teachers.com , n.d.
[13] United States Department of Education, 2011

The EMSI Report (Economic Modeling Specials, Inc.), the Utah Occupational Report, and the U.S. Bureau of Labor Statistics indicate that job prospects should be good for those with training in special education. In Utah, there were 3,037 jobs obtained in 2013 compared to 3,084 in 2014. Regionally (Summit, Utah, and Wasatch counties), there were 511 jobs in 2013 and 519 jobs in 2014, equaling an occupational change of 1.5%. The Utah Occupational Report listed the 2012-2022 employment projections for special education teachers. The Utah Occupational Report also stated that an occupation as a special education teacher (K-12) has a moderate to strong employment outlook in Utah. Nationally, the U.S. Bureau of Labor Statistics reported that the employment of special education teachers is projected to grow 6% from 2012-2022. In May 2014, the U.S. Bureau of Labor Statistics indicated that 431,160 special education teachers were employed nationally, and the mean average wage was $59,360. In Utah, as of May 2014, the annual mean wage for Special Education Teachers is $47,040 (Kindergarten and Elementary), $37,460 (Middle School), and $49,340 (Secondary). Special education employment growth will be influenced by the continual demand for special education services nationally and by the need to replace teachers who leave the occupation.[14]

The Burning Glass Report and the UVU Economic Overview & Program GAP Analysis illustrated that the demand for special education teachers is constant and stable year after year. Over the past five years, job growth has increased small but consistently at 0.1 to 0.2% annually. According to the Burning Glass Report, there were 231 job postings in Utah from May 2014 to April 2015 for special education teachers in K-12 settings. These postings include both new and existing jobs. The UVU Economic Overview & Program GAP Analysis shows that the current number of special education jobs in the UVU service area for 2014 is 527. Between the years 2014 and 2024, this will increase by 84 more special education jobs. In 2019, the job growth will increase small, but yearly and consistently. Each year there is a turnover in special education jobs within districts because of people retiring, moving, etc. These positions will also be open to UVU special education graduates.

Student Demand

Surveys in pre-program EDSP 3400 (Exceptional Student) courses for EDEL and EDSC students were taken during spring 2009, summer 2010, fall 2013, spring 2013, spring 2014, summer 2014, and spring 2015. These surveys asked students if they would be interested in pursuing a licensure program in special education if it were available at UVU. Depending on the semester, between 28% and 70% of the students surveyed indicated interest a Special Education Program at UVU. In May 2014, in addition to the results of this survey of undergraduate education students, interest from practicing teachers in local school districts in taking the necessary coursework to obtain a special education teaching license was also measured, and 36% of the teachers surveyed were interested in pursuing a Special Educaiton License.

Similar Programs

The following USHE institutions offer a Utah Teaching Certificate in K-12 Special Education: Southern Utah University, Utah State University, University of Utah, and Weber State University. Even though the proposed program is offered at other institutions, discussions with USHE colleagues and K-16 Alliance partnership district leaders indicate that, because of the ongoing need for qualified special education teachers, it would be beneficial for UVU to offer a similar program.

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[14] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Special Education teachers, 2015

Collaboration with and Impact on Other USHE Institutions

Dean Parker Fawson presented the proposal of a Bachelor of Science in Special Education at a recent meeting that included the Deans of Education from each institution of higher education in Utah. Dean Fawson received no negative feedback or concerns. Each dean was in agreement that more special education teachers are needed in the state and nation. Also, UVU students prefer to remain in Utah after graduation, and BYU students tend to leave the state when they graduate, which means no negative impact on existing programs in Utah County will be anticipated. Currently, 81% of UVU graduates remain in state, while 49% of BYU graduates leave. [15][16]

In May 2015, Dr. Teresa Cardon and Dr. Nichole Wangsgard dicussed the new program with similar institutions that focus on teaching (Westminster College, Weber State University, and Southern Utah University). They were very excited that UVU has more options for students interested in becoming special education teachers. In August 2015, Dr. Stan Harward and Dr. Wangsgard presented a draft of the program to Travis Rawlings who is in charge of Utah State Educator Licensing. He echoed the need for special education teachers in Utah. He stated that school districts in Utah are in constant need of qualified special education teachers, and the Utah State Office of Education fully supports a new Bachelor of Science in Special Education.

Benefits

The proposed BS in Special Education would be an important and cost-effective step toward meeting the needs of the Special Education and Autism community and help UVU become a regional leader in this area. Also, the newly-planned Autism Center will offer two autism lab classrooms. One will focus on pre-K-K and the other on grades 1-3. These labs would provide UVU students in the Special Education Program with an authentic and engaged learning experience.

Hands-on experiences embedded in the program would give UVU an advantage in the recruitment of students from the local, regional, and national communities who have an interest in working with students with mild to moderate disabilities (ages five-21), such as specific learning disabilities, behavior and emotional disorders, mild/moderate intellectual and developmental disabilities, and other health impairments.

Consistency with Institutional Mission

The Regents have recognized the distinct mission of Utah Valley University (UVU) as a teaching institution that "provides opportunity, promotes student success, and meets regional educational needs."[17] This mission is addressed by this proposal for a program designed to meet regional needs for special education teachers in public, private, and charter schools, and especially for teachers in autism programs since the program offers an optional concentration in Autism Studies. This proposal also directly reflects UVU core values as it supports the preparation of educators who will provide "a welcoming and diverse learning environment that embraces all people and transcends differences."[18] Furthermore, UVU Essential Learning Outcomes emphasize skills central to a BS in Special Education, including: (1) integrative and applied

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[15] http:uvu.edu/graduation/commencement.html

[16] http:sas.byu.edu/admissionsservices

[17] United States Office of Education, R312

[18] http://www.uvu.edu/president/mission/mission.html

learning (e.g., engage in a wide range of discipline-appropriate experiences and applied learning in practicum placements); (2) intellectual and practical skills foundation (e.g., inquiry and analysis, critical thinking, creative thinking, qualitative and quantitative literacy, verbal/written/digital communication, and information literacy skills); (3) people of integrity (e.g., intercultural knowledge and understanding of a wide range of disabilities); (4) professional competency (e.g., professional competence of council for exceptional children standards and teaming, problem solving, and lifelong learning skills); (5) stewards of place (e.g., civic engagement in the Autism and Special Education community and beyond as well as skills that address issues); and (6) knowledge foundation (e.g., cultural diversity, disability awareness, cross-cultural literacy, and global awareness).[19]

Finally, the proposed major would enable UVU to respond to the local and statewide demand for special education teachers and more training in how to meet the needs of students with ASD. Local school districts are taking note of the high ASD rate and looking for ways to increase their instructional support for these students. Students in the proposed Special Education Program would receive formal training in applied behavior analysis (ABA).

Section IV: Program and Student Assessment

Program Assessment

The overall goal of the proposed Bachelor of Science in Special Education is to prepare quality, entry-level candidates for teaching students with mild to moderate disabilities in special education programs grades K-12. The School of Education Teacher Education Program has completed national accreditation from the Teacher Education Accreditation Council (TEAC) and Council for Accreditation of Educational Programs (CAEP). The proposed program would follow the same assessment methods that have been employed in the School of Education to adjust and strengthen the program and prepare for the next accreditation review in 2020.

The success of the proposed BS in Special Education in meeting its goals and accreditation review needs would be assessed via the following methods:

1. Annual internal review of syllabi to ensure that the Utah Core standards and the Utah Effective Teaching standards are the foundation of coursework.
2. A national external accreditation review every seven years.
3. Annual exit interviews with graduating students who majored in special education.
4. Annual review of the program to be conducted by special education faculty.
5. Review of end of semester student evaluations of special education courses.
6. Annual review of faculty teaching effectiveness and recommendations for improvement provided.

Expected Standards of Performance

The Utah Effective Teaching standards currently used in the UVU School of Education's Elementary and Secondary Education programs would apply to the students in the proposed Bachelor of Science in Special Education. The program would embed the Utah Effective Teaching and the Council for Exceptional

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[19] http://www.uvu.edu/catalog/current/policies-requirements/essential-learning-outcomes.html

Children Initial Level Special Educator Preparation standards to ensure that graduates are prepared to meet the needs of diverse learners.

The Utah Effective Teaching standards and the Council for Exceptional Children Initial Level Special Educator Preparation standards are as follows:

- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments
- Standard 4: Content Knowledge
- Standard 5: Assessment
- Standard 6: Instructional Planning
- Standard 7: Instructional Strategies
- Standard 8: Reflection and Continuous Growth
- Standard 9: Leadership and Collaboration
- Standard 10: Professional and Ethical Behavior
- CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences
- CEC Initial Preparation Standard 2: Learning Environments
- CEC Initial Preparation Standard 3: Curricular Content Knowledge
- CEC Initial Preparation Standard 4: Assessment
- CEC Initial Preparation Standard 5: Instructional Planning and Strategies
- CEC Initial Preparation Standard 6: Professional Learning and Ethical Practice
- CEC Initial Preparation Standard 7: Collaboration

During student teaching and prior to graduation, the proposed program would require that students are effective in the Utah Effective Teaching standards and Council for Exceptional Children Initial Level Special Educator Preparation standards listed above. The standards and indicators of the Utah Effective Teaching standards focus on the measurement of high-leverage instructional activities necessary for effectively teaching the Utah Core standards. These standards were chosen because UVU's teacher preparation programs need to provide evidence that they are including and tracking pre-service teacher competency of these standards.[18]

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[18] Utah State Office of Education, 2015

By the end of their time at UVU, students majoring in special education should have:

1. Developed an understanding of how cognitive, linguistic, social, emotional, and physical areas of student learning development meet the needs of individual learning differences.
2. Developed an understanding of individual learner differences and cultural and linguistic diversity.
3. Displayed the ability to work with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.
4. Developed an understanding of the central concepts, tools of inquiry, and structures of the discipline.
5. Learned to apply multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.
6. Learned how to plan instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core standards, practices, and the community context.
7. Displayed the ability to use various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.
8. Displayed the ability to be a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.
9. Displayed the ability to be a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.
10. Demonstrated the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

The assessment plan would examine student outcomes for majors using the following formative and summative measures.

Formative Measures

1. Grades in prerequisite courses.
2. Grade point averages of graduating seniors in special education courses and all courses.
3. Performance of majors on Special Education Praxis II test which is completed prior to student teaching.

Summative Measures

1. Group interview directed by the Teacher Education Selection and Retention Committee.
2. Summary of scores collected from student teaching classroom observations using the Utah Teaching Observation Tool.
3. End of semester student evaluations of special education and elective courses.
4. Annual exit interviews with graduating students who majored in special education.
5. Alumni surveys that will provide institutional data on: job placement; graduate and professional school acceptance; other significant accomplishments.

Section V: Finance

Department Budget

<table>
<tr><td colspan="8">Three-Year Budget Projection</td></tr>
<tr><td rowspan="3">Departmental Data</td><td rowspan="3">Current Departmental Budget – Prior to New Program Implementation</td><td colspan="6">Departmental Budget</td></tr>
<tr><td colspan="2">Year 1</td><td colspan="2">Year 2</td><td colspan="2">Year 3</td></tr>
<tr><td>Addition to Budget</td><td>Total Budget</td><td>Addition to Budget</td><td>Total Budget</td><td>Addition to Budget</td><td>Total Budget</td></tr>
<tr><td colspan="8">Personnel Expense</td></tr>
<tr><td>Salaries and Wages</td><td>$1,626,434</td><td>$13,734</td><td>$1,640,168</td><td>$8,360</td><td>$1,648,528</td><td>$55,512</td><td>$1,704,040</td></tr>
<tr><td>Benefits</td><td>$715,112</td><td>$1,456</td><td>$716,568</td><td>$886</td><td>$717,454</td><td>$31,093</td><td>$748,547</td></tr>
<tr><td>Total Personnel Expense</td><td>$2,341,546</td><td>$15,190</td><td>$2,356,736</td><td>$9,246</td><td>$2,365,982</td><td>$86,605</td><td>$2,452,587</td></tr>
<tr><td colspan="8">Non-Personnel Expense</td></tr>
<tr><td>Travel</td><td>$14,075</td><td>$0</td><td>$14,075</td><td>$2,000</td><td>$16,075</td><td>$500</td><td>$16,575</td></tr>
<tr><td>Capital</td><td>$1,000</td><td>$0</td><td>$1,000</td><td>$0</td><td>$1,000</td><td>$0</td><td>$1,000</td></tr>
<tr><td>Library</td><td>$0</td><td>$0</td><td>$0</td><td>$0</td><td>$0</td><td>$0</td><td>$0</td></tr>
<tr><td>Current Expense</td><td>$24,532</td><td>$3,000</td><td>$27,532</td><td>$2,000</td><td>$29,532</td><td>$2,500</td><td>$32,032</td></tr>
<tr><td>Total Non-Personnel Expense</td><td>$39,607</td><td>$3,000</td><td>$42,607</td><td>$4000</td><td>$46,607</td><td>$3,000</td><td>$49,607</td></tr>
<tr><td>Total Expense (Personnel + Current)</td><td>$2,381,153</td><td>$18,190</td><td>$2,399,343</td><td>$13,246</td><td>$2,412,589</td><td>$89,605</td><td>$2,509,194</td></tr>
<tr><td colspan="8">Departmental Funding</td></tr>
<tr><td>Appropriated Fund</td><td>$2,381,153</td><td>$18,190</td><td>$2,399,343</td><td>$13,246</td><td>$2,412,589</td><td>$89,605</td><td>$2,509,194</td></tr>
<tr><td>Other:</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Special Legislative Appropriation</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Grants and Contracts</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Special Fees / Differential Tuition</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total Revenue</td><td>$2,381,153</td><td>$18,190</td><td>$2,399,343</td><td>$13,246</td><td>$2,412,589</td><td>$89,605</td><td>$2,509,194</td></tr>
<tr><td colspan="8">Difference</td></tr>
</table>

Revenue-Expense	$0	$0	$0	$0	$0	$0	$0
Departmental Instructional Cost / Student Credit Hour* *(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")*	$167		$166		$165		$165

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

Funding Sources

Funding sources are already in place, and the tuition revenue from the student enrollments in the new courses and additional sections would be sufficient to fund adjunct replacements to backfill the special education faculty and to support one new elementary education faculty for the foundational courses.

Reallocation

N/A

Impact on Existing Budgets

No impact is anticipated on existing budgets.

<h2 style="text-align:center">Section VI: Program Curriculum</h2>

All Program Courses (with New Courses in Bold)

Bachelor of Science Special Education		
Course Prefix & Number	**Title**	**Credit Hours**
General Education Requirements		
GE Core Courses 18 Credits		
ENGL 1010 and ENGL 2010 or ENGL 2020	Introduction to Writing and Intermediate Writing: Humanities/Social Science or Intermediate Writing: Science/Technology	3 3
MATH 1050	College Algebra ("C" grade or higher)	4

POLS 1000 or HIST 1700 or HIST 1740 or POLS 1100 or HIST 2700 and 2710	*Complete 1 course from:* American Heritage or American Civilization or US Economic History or American National Gov or US History to 1877 and US History since 1877	3
PHIL 2050	Ethics and Values	3
HLTH 3100	Health Education For Elementary Teachers	2
Distribution Courses 18 Credits		
Humanities	Choose 1 course listed under Humanities	3
Fine Arts	Choose 1 course from either: *ART 3400 or *THEA 3713 or complete both *MUSC 3400 and *DANC 3400	3 4
PSY 1100	Human Development ("C" grade or higher)	3
Biology	Choose 1 course listed under Biology	3
Physical Science	Choose 1 course listed under Physical Science	3
Biology or Physical Science	Choose 1 course listed under Biology or Physical Science for 3rd science requirement	3
Sub-Total		**36**
Pre-Professional Emphasis (Must be completed prior to entering program)		
EDEL 1010	Introduction to Education ("B-" grade or higher)	2
EDSP 3840 (new course)	**Instructional and Assistive Technology**	**2**
EDEL 2330	Children's Literature ("B-" grade or higher)	3
EDSP 3400	Exceptional Students ("B-" grade or higher)	2
Math 2010	Mathematics for ELED I ("C" grade or higher)	3 (Math 1050 prereq)
MATH 2020	Mathematics for ELED II ("C" grade or higher)	3 (Math 2010 prereq)
SLSS 120 R	Testing Strategies for Educators	1
Sub-Total		**16**
Upper-Division Core Education Requirements		
EDEL 3000	Educational Psychology	3
EDEL 443G or EDSC 445G	Teaching English as a Second Language or Multicultural Instruction ESL	3
ELEL 4200	Classroom Management I	1
EDEL 4210	Classroom Management II	1
EDSC 4250	Classroom Management II (Department approval required)	2

EDEL 4400	Literacy Methods I	3
EDSC 4440	Content Area Literacies	3
EDEL 3350 or EDSC 4550	Curriculum Design and Assessment or Secondary Curriculum Instruction and Assessment	3
EDEL 4510	Elementary Math Methods I	3
EDEL 4550	Elementary Math Methods II	3
AUTS 4650	Autism and Applied Behavior Analysis	3
Sub-Total		28
Upper-Division Special Education Requirements (new courses)		
EDSP 4140	**Collaboration and Consultation with Parents and School Staff**	**3**
EDSP 4100	**Instructional Strategies and Program Management for Students with Mild/Moderate Disabilities**	**3**
EDSP 4110	**Special Education Law, Policies, and Procedures**	**3**
Taken Concurrently: EDSP 4130	**Math Instruction for Students with Mild/Moderate Disabilities K-12**	**2**
EDSP 4131	**Math Practicum**	**1**
EDSP 4160	**Assessment and Evaluation in Special Education**	**3**
EDSP 4120	**School to Post-School Transition Planning**	**2**
Taken Concurrently: EDSP 4135 EDSP 4136	**Reading and Writing Instruction for Students with Mild/Moderate Disabilities K-12**	**2**
	Reading Practicum	**1**
EDSP 4885	**Special Education Student Teaching, Grades K-6**	**5**
EDSP 4895	**Special Education Student Teaching, Grades 7-12**	**5**
Sub-Total		30
Electives (12 credits required and below are recommended electives depending on optional specialization track)		
Autism Courses (Lead to Minor Track)		
AUTS 2500	Understanding the Autism Spectrum	3
AUTS 3810	Autism Across the Lifespan I Infants and Children	3
AUTS 3820	Autism across the Lifespan II Teens and Adults	3
AUTS 3850	Autism Assessment and Treatment	3
Education Courses (Lead to Dual License)		
EDEL 2200	Computer Technology in Educ.	2

	Elementary Physical Education SPARK Method	
PETE 2150	Elementary Physical Education SPARK Method	2
Art 3400	Elementary Art Education Methods	3
*If students are interested in a different track, they can choose other approved teacher support concentrations as elective courses (see advisor).		
Sub-Total		12
	Total Credits	122

Program Schedule

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3
Math 1050	College Algebra	4
Humanities Distribution		3
EDEL 1010	Introduction to Education	2
Physical Science		3
	Semester total:	15
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 2010	Intermediate Writing	3
MATH 2010	Mathematics for ELED 1	3
EDEL 2330	Children's Literature	3
PSY 1100	Human Development	3
Biology Distribution		3
	Semester total:	15
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
MATH 2020	Mathematics for ELED II	3
HLTH 3100	Health Education for Elementary Teachers	2
EDSP 3400	Exceptional Students	2
3rd Science Distribution		3
SLSS 120 R	Praxis Prep	1

Elective 1		3
Elective 2		3
	Semester total:	17
Spring of Second Year (Course Prefix and Number)	**Course Title**	**Credit Hours**
US Institutions		3
PHIL 2050	Ethics and Values	3
Fine Arts Distribution		3
EDSP 3840	Instruction and Assistive Technology	2
Elective 3		3
Elective 4		3
	Semester total:	17
Fall of Third Year (Course Prefix and Number)	**Course Title**	**Credit Hours**
EDEL 3000	Educational Psychology	3
EDEL 3350 or EDSC 4550	Curriculum Design and Assessment or Secondary Curriculum Instruction and Assessment	3
EDEL 4200	Classroom Management I	1
EDEL 4400	Literacy Methods I	3
EDSP 4100	Instructional Strategies and Program Management for Students with Mild/Moderate Disabilities	3
EDSP 4110	Special Education Law, Policies, and Procedures	3
	Semester total:	16
Spring of Third Year (Course Prefix and Number)	**Course Title**	**Credit Hours**
EDSP 4130 and EDSP 4131	Math Instruction for Students with Mild/Moderate Disabilities K-12 and Math Practicum	2 1
EDSP 4160	Assessment and Evaluation in Special Education	3
EDSP 4140	Collaboration and Consultation with Parents and School Staff	3
EDEL 4210	Classroom Management II	1
EDSC 4440	Content Area Literacies	3
EDEL 4510	Elementary Math Methods I	3
	Semester total:	16

Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
EDSP 4135 and EDSP 4136	Reading Instruction for Students with Mild/Moderate Disabilities K-12 and Reading Practicum	2 1
EDSP 4120	School to Post-School Transition Planning	2
EDEL 443G or EDSC 445G	Teaching English as a Second Language or Multicultural Instruction ESL	3
EDEL 4550	Elementary Math Methods II	3
AUTS 4650	Autism and Applied Behavior Analysis	3
	Semester total:	14
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
EDSC 4250	Classroom Management II (Secondary)	2
EDSP 4885 and EDSP 4895	Special Education Student Teaching, Grades K-6 Special Education Student Teaching, Grades 7-12	5 5
	Semester total:	12

Section VII: Faculty

Nichole Wangsgard, Associate Professor

- Ed.D. in Special Education, University of Northern Colorado, Greeley (2008)
- M.A. in Special Education, University of Utah (2002)
- B.S. in Lifestyle Management (Health Education), Weber State University (1996)

Francine B. Baffa, Assistant Professor

- Ph.D. in Autism and Intellectual Disabilities, Columbia University, Teachers College (2006)
- M.A.T. in Elementary/Special Education, Manhattanville College (1989)
- B.A. in English, Cornell University
- Board Certified Behavior Analyst (BCBA) (2004), BCBA-D (2005)

Kristin Wright, Lecturer

- M.Ed. in Special Education, College of New Jersey (1998)
- Certification in Administration Supervision
- B.S. in Elementary Education, Weber State University (1973)

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Regent Policy R312, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles*

Background

Both Dixie State University and Salt Lake Community College, with the leadership of their respective new presidents, have undergone strategic planning processes over the months since the presidents took office. In the case of both institutions, the president engaged a broad array of constituents, including their employees, community members, students, and others, in shaping the strategic plan. The strategic planning processes included examination of the mission statement.

Issue

Dixie State University and Salt Lake Community College have received the approval of their respective Boards of Trustees for revised mission statements that emerged from the strategic planning processes. The institutions present these new mission statements to the Board of Regents for approval through a revision of Regent Policy R312, where the institutional missions and roles, as approved by the Regents, are documented.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the revision to Regent Policy R312, incorporating the new mission statements of Salt Lake Community College and Dixie State University.

_____
David L. Buhler
Commissioner of Higher Education

DLB/EJH
Attachments

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

R312-1. Purpose: To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education (USHE); to configure a system of colleges and universities to meet the educational needs of the citizens of the State of Utah; and to maintain system integrity by defining institutional categories. The Regents will review institutional roles and missions at least every five years in light of the educational needs and resources in the State of Utah.

R312-2. References

 2.1. Utah Code §53B-6-101, Master Plan for Higher Education

 2.2. Policy and Procedures R301, Master Plan Executive Summary

 2.3. Policy and Procedures R310, System-wide Vision and Mission Statement

 2.4. Policy and Procedures R315, Service Area Designation and Coordination Off-Campus Courses and Programs

 2.5. Policy and Procedures R485, Faculty Workload Guidelines

R312-3. Definitions

 3.1. **Classification**: the general category within which an institution fits as approved by the Regents and based largely upon the Carnegie Center for the Advancement of Teaching classification system.

 3.2. **"Institutional Definition"**: definitions of institutions have been adapted from the Carnegie Classification of Institutions of Higher Education (http://www.carnegiefoundation.org).

 3.3. **"Mission Statements"**: written statements of the general purposes and functions of various institutions approved by the Regents.

 3.4. **"Teaching Load"**: the institutional average teaching workload for full-time faculty at the various institutions.

 3.5. **"Land Grant Institution"**: an institution that may offer associate's degrees and fulfill a community college role in areas of need pursuant to Policy R315 through its extension services.

R312-4. Institutional Classifications and Missions

 4.1. 4.1. **Doctorate-granting Universities**: [University of Utah (U of U), Utah State University (USU)] Doctorate-granting Universities generally include institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). The mission of a Doctorate-granting University is to discover, create, and

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[1] Approved on May 30, 2003; amended May 29, 2009. Revisions approved by the Board of Regents on May 29, 2009, May 20, 2011, September 16, 2011; and May 17, 2013.

transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels through research and development and through service and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development at the local, state, and national levels. Many research efforts generate grants and contracts that also impact economic development, which underwrites the cost of their products.

4.1.1. **University of Utah Mission Statement (2006)**: The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

4.1.2. **Utah State University Mission Statement (2003)**: The mission of Utah State University is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

4.2. **Master's Colleges and Universities**: [Weber State University (WSU), Southern Utah University (SUU), Utah Valley University (UVU)] Master's Colleges and Universities generally include institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year. Some institutions above the master's degree threshold are included among Baccalaureate Colleges, and some below the threshold are included among Master's Colleges and Universities. The mission of a Master's University is to transmit knowledge and skills primarily through undergraduate programs at the associate's and baccalaureate levels, including career and technical education programs and selected graduate programs in high demand areas. Emphasis is placed on teaching, scholarly, and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

4.2.1. **Weber State University Mission Statement (2007)**: Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

4.2.2. **Southern Utah University Mission Statement (2011)**: Southern Utah University, as our founders envisioned, is a dynamic teaching and learning community inspired by its unique natural surroundings. As Utah's designated public liberal arts and sciences university, SUU engages students in a personalized and rigorous experiential education, empowering them to be productive citizens, socially responsible leaders, high achievers and lifelong learners.

4.2.3. **Utah Valley University Mission Statement (2007):** Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

4.3. **Baccalaureate Colleges and Universities**: [Dixie State University (DSU)] Baccalaureate Colleges and Universities generally include institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's degrees or 20 doctoral degrees per year. Some institutions above the master's degree threshold are also included. The mission of a Baccalaureate College or University is to provide training and educational programs developed as a part of a dynamic continuum of opportunities that includes certificate, associate's degrees, baccalaureate degrees, and continuing education offerings responsive to a rapidly growing and divergent economic region. Emphasis is placed on teaching and training, scholarly, professional and creative efforts complementing its teaching and training role and community service. The institution contributes to the quality of life and economic development of the community, the state, and the region. Student success is supported through developmental programs and services provided by a comprehensive community college.

4.3.1. **Dixie State University Mission Statement (201~~6~~3):** Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources. ~~Dixie State University is a teaching institution that strives to enrich its community and the lives of its students by promoting a culture of learning, values, and community.~~

4.4. **Comprehensive Community or Associate's Colleges**: [Snow **College** (Snow), Salt Lake Community College (SLCC)] Comprehensive Community Colleges (or Associate's Colleges) generally include institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees. The mission of a Comprehensive Community or Associate's College is to transmit knowledge and skills through transfer education at the associate of arts and associate of science degree level along with offering associate of applied science degrees, career and technical education, customized training for employers, developmental education, and strong student services to support these functions. Transfer programs are intended to prepare graduates to begin upper-division work. Emphasis is placed on teaching, training, scholarly, professional, and creative achievement, and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college. Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, career and technical education, customized training for employers, developmental education, and strong student services. WSU, UVU, and DSU also provide a comprehensive community college function to the state of Utah along with Snow, and SLCC.

4.4.1. **Snow College Mission Statement (2011):** Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

4.4.2. **Salt Lake Community College Mission Statement (~~2006~~2016):** Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment. ~~a public, open access, comprehensive community college committed to serving the broader community. Its mission is to provide quality~~

R312-5. Accreditation: Regional and specialized accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role.

R312-6. Land Grant Institution: When a land grant institution is acting as a community college through its extension efforts, students are granted open admission to associate's degree programs with appropriate academic preparatory support. USU fulfills this role for the state of Utah in areas of need. The land grant designation makes USU responsible for statewide programs in agriculture, business, education, engineering, natural resources, sciences, family life, 4-H youth, and the traditional core of liberal learning: humanities, arts, and social sciences.

R312-7. Faculty

7.1.   **Criteria for Selection, Retention, and Advancement**

7.1.1.   **Doctorate-granting Universities**: Faculty are selected, retained, and promoted on the basis of evidence of effective teaching; research, scholarship, and creative achievements; and service and extension activities.

7.1.2.   **Master's Colleges and Universities**: Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Additional criteria include scholarly, professional and creative achievements, and service that complements the teaching role.

7.1.3.   **Baccalaureate Colleges and Universities**: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

7.1.4.   **Comprehensive Community or Associate's Colleges**: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

7.2.   **Educational Preparation**

7.2.1.   **Doctorate-granting Universities**: Regular full-time tenure-track faculty will have earned the appropriate terminal degree for their field and specialty.

7.2.2.   **Master's Colleges and Universities**: Regular full-time tenure-track faculty will have earned or be working toward the appropriate terminal degree for their field and specialty. Faculty in career and technical education or professional fields also will have practical, related work experience.

7.2.3.   **Baccalaureate Colleges and Universities**: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement. Faculty teaching upper-division courses will have earned or be working toward the appropriate terminal degree for their field and specialty.

7.2.4. **Comprehensive Community or Associate's Colleges**: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

7.3. **Teaching Loads and Research Activities**

7.3.1. **Doctorate-granting Universities**: Average teaching loads are expected to be lower than that of faculty in Master's Universities reflecting necessary faculty involvement with research, scholarship, and creative achievements. Institutional teaching loads will average at least 18 credit hour equivalents each academic year.

7.3.2. **Master's Colleges and Universities**: Average teaching loads are higher than those of faculty in Doctorate-granting Universities and somewhat lower than those of faculty in Baccalaureate Colleges. These teaching loads reflect Master's Universities having fewer graduate programs and less emphasis on research and scholarship than Doctorate-granting institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

7.3.3. **Baccalaureate Colleges and Universities**: Average teaching loads are higher than those of faculty in Master's Universities. Institutional teaching loads will average at least 27 credit hour equivalents each academic year.

7.3.4. **Comprehensive Community or Associate's Colleges**: Average teaching loads are somewhat higher than those of faculty in Baccalaureate Colleges, because faculty are not involved in upper-division and graduate-level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year.

R312-8. Student Admission

8.1. **Doctorate-granting Universities**: Students are admitted on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based primarily on past performance, such as grade point average and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors, among others. these institutions are selective in admissions.

8.2. **Master's Colleges and Universities**: Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance such as grade point average and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors, among others.

8.3. **Baccalaureate Colleges and Universities**: All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience also may be factors. Lower-division courses are primarily open-admission. Students must meet admissions' criteria for upper-division courses and programs.

8.4. **Comprehensive Community or Associate's Colleges**: Comprehensive Community Colleges are open-admission institutions. Incoming students may be tested for course placement and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental or prerequisite courses and work experience may also be factors.

R312-9. Support Services

9.1. **Doctorate-granting Universities**: These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

9.2. **Master's Colleges and Universities**: These institutions provide library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the intellectual needs of students and faculty.

9.3. **Baccalaureate and Comprehensive Community or Associate's Colleges**: These institutions provides library services, support services, equipment, and other resources to support lower-division programs in career and technical education, general education, baccalaureate programs, and the intellectual needs of students and faculty.

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R312-5. Accreditation: Regional and specialized accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role.

R312-6. Land Grant Institution: When a land grant institution is acting as a community college through its extension efforts, students are granted open admission to associate's degree programs with appropriate academic preparatory support. USU fulfills this role for the state of Utah in areas of need. The land grant designation makes USU responsible for statewide programs in agriculture, business, education, engineering, natural resources, sciences, family life, 4-H youth, and the traditional core of liberal learning: humanities, arts, and social sciences.

R312-7. Faculty

7.1. Criteria for Selection, Retention, and Advancement

7.1.1. **Doctorate-granting Universities**: Faculty are selected, retained, and promoted on the basis of evidence of effective teaching; research, scholarship, and creative achievements; and service and extension activities.

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7.1.4. **Comprehensive Community or Associate's Colleges**: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

7.2. Educational Preparation

7.2.1. **Doctorate-granting Universities**: Regular full-time tenure-track faculty will have earned the appropriate terminal degree for their field and specialty.

7.2.2. **Master's Colleges and Universities**: Regular full-time tenure-track faculty will have earned or be working toward the appropriate terminal degree for their field and specialty. Faculty in career and technical education or professional fields also will have practical, related work experience.

7.2.3. **Baccalaureate Colleges and Universities**: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement. Faculty teaching upper-division courses will have earned or be working toward the appropriate terminal degree for their field and specialty.

7.2.4. **Comprehensive Community or Associate's Colleges**: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

7.3. Teaching Loads and Research Activities

7.3.1.   **Doctorate-granting Universities**: Average teaching loads are expected to be lower than that of faculty in Master's Universities reflecting necessary faculty involvement with research, scholarship, and creative achievements. Institutional teaching loads will average at least 18 credit hour equivalents each academic year.

7.3.2.   **Master's Colleges and Universities**: Average teaching loads are higher than those of faculty in Doctorate-granting Universities and somewhat lower than those of faculty in Baccalaureate Colleges. These teaching loads reflect Master's Universities having fewer graduate programs and less emphasis on research and scholarship than Doctorate-granting institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

7.3.3.   **Baccalaureate Colleges and Universities**: Average teaching loads are higher than those of faculty in Master's Universities. Institutional teaching loads will average at least 27 credit hour equivalents each academic year.

7.3.4.   **Comprehensive Community or Associate's Colleges**: Average teaching loads are somewhat higher than those of faculty in Baccalaureate Colleges, because faculty are not involved in upper-division and graduate-level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year.

R312-8. Student Admission

8.1.   **Doctorate-granting Universities**: Students are admitted on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based primarily on past performance, such as grade point average and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors, among others. these institutions are selective in admissions.

8.2.   **Master's Colleges and Universities**: Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance such as grade point average and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors, among others.

8.3.   **Baccalaureate Colleges and Universities**: All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience also may be factors. Lower-division courses are primarily open-admission. Students must meet admissions' criteria for upper-division courses and programs.

8.4.   **Comprehensive Community or Associate's Colleges**: Comprehensive Community Colleges are open-admission institutions. Incoming students may be tested for course placement and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental or prerequisite courses and work experience may also be factors.

R312-9. Support Services

9.1.   **Doctorate-granting Universities**: These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

9.2.   **Master's Colleges and Universities**: These institutions provide library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the intellectual needs of students and faculty.

9.3.   **Baccalaureate and Comprehensive Community or Associate's Colleges**: These institutions provides library services, support services, equipment, and other resources to support lower-division programs in career and technical education, general education, baccalaureate programs, and the intellectual needs of students and faculty.

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision: College and Career Readiness Recommendations

Issue

The Utah State Board of Education (USBE) changed their graduation standards in 2014, causing the 2010-11 "College and Career Readiness Recommendations for Middle and High School Students" document approved jointly by the and USBE and the Utah State Board of Regents (USBR) to become out of date. A revision of the recommendations to reflect the new high school graduation standards and more current content in other areas is needed.

Background

In 2010-11, both the State Board of Education and the State Board of Regents approved a document titled "College and Career Readiness Recommendations for Middle and High School Students." The genesis of this statement was both national dialog about what academic pathways lead to students being "college- and career-ready" and the interest of Utah high school students and those advising students in having a document to guide them in choosing college- and career-ready pathways. The original set of recommendations document was provided to students, parents, teachers and counselors so that they could recognize the various pathways for becoming college- and career-ready and encourage students to be successful in reaching their educational and career goals. This statement has been helpful to all of those groups since it was first approved.

Recently, the State Board of Education revised their high school graduation standards. The high school graduation standards were included in the originally approved document, and with their change, the document became out of date. The staffs of the Utah State Office of Education (USOE) and the Academic and Student Affairs Division of the Utah System of Higher Education (USHE) undertook a revision of the document containing the recommendations. Input has been provided by the staffs of USOE and USHE Academic Affairs, and the Chief Academic Officers of the USHE. In addition to the change in the high school graduation requirements, changes recommended by those using the statement over the last few years were also incorporated. The statement, in the form presented here, has now been approved by the State Board of Education.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Regents approve the revised "College and Career Readiness Recommendations to High School Students</u>."

_____

David L. Buhler
Commissioner of Higher Education

DLB/EJH
Attachment

COLLEGE AND CAREER READINESS RECOMMENDATIONS TO HIGH SCHOOL STUDENTS

Utah State Board of Education and Utah System of Higher Education

All students should have education and career goals that prepare them to experience fulfilling lives, actively participate in their communities, and succeed in a competitive economy. The following are joint college- and career-readiness recommendations from the Utah State Board of Education and the Utah System of Higher Education:

1. **Build a strong academic foundation.**
   - Take the right classes in high school to develop an understanding of different subjects and be ready for college-level courses. Review the course recommendations on the back of this document and discuss options with your counselor and parents.
   - Sign up to be a Utah Scholar and take the Utah Scholars college-prep curriculum, which will prepare you to apply for the Regents' Scholarship.
   - Earn college credit in high school by taking Advanced Placement (AP), International Baccalaureate (IB), or concurrent enrollment (CE) classes. Consider CE classes that apply to college general education courses, a certificate or a degree.
   - Do your very best work possible in every class from middle school through senior year of high school.

2. **Strengthen your transferable skills.**
   - Select challenging courses in high school to develop critical thinking and problem-solving skills.
   - Establish effective time management and study habits.
   - Learn how to communicate effectively through both writing and speaking.
   - Seek opportunities to work with a team.
   - Be proficient in current technology.

3. **Explore college campuses and learn about the different ways to pay for your education.**
   - Visit at least one college campus during junior year in high school. Take a guided tour and ask questions. Think about what type of college environment is a good fit for you (size, location, student life, academics).
   - Research how much college costs. Compare the tuition, fees, and housing expenses of different colleges.
   - Understand the different ways to pay for college, such as savings (for example, through the Utah Educational Savings Plan), scholarships, grants, loans, and work-study. Attend a Paying for College Night in your region during your junior and/or senior year.

4. **Pay attention to deadlines.**
   - Take a college entrance exam (ACT or SAT) during junior year. Retake it senior year if you want to improve your score.
   - Submit college applications by the priority deadline. Participate in your high school's Utah College Application Week events during November of your senior year.
   - Submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline of your senior year. Need help filling out the FAFSA? Attend a FAFSA Completion Open House in your region.

5. **Evaluate your progress.**
   - Make sure you are doing your best work possible by looking at your GPA, writing assessments, and other schoolwork. Adjust study habits and course choices to stay on track.
   - Throughout middle school and high school, use tests (such as the EXPLORE, PLAN and ACT sequence of tests, or ACCUPLACER) to determine how close you are to being ready for college.
   - After taking the ACT junior year, use the ACT benchmark scores to evaluate how ready you are for college: English: 18; Reading: 22; Science: 23; Math: 22.
   - If you are taking concurrent enrollment classes senior year, use ACT scores to guide selection:

Math: 23	Math 1030/1040/1050
Math: 19	Math Concept Review Course –will not qualify as a "progressive course" for Regents' Scholarship (see back of this document for more info)
Math: <19	Explore high school math choices to get better prepared
English: 19	ENGL 1010
English: 29	ENGL 2010

   - Visit StepUpUtah.com for tips and resources on how to prepare and pay for college, and to learn about events in your area.

HIGH SCHOOL COURSE RECOMMENDATIONS

	HIGH SCHOOL GRADUATION*	COLLEGE- & CAREER-READINESS PATHWAY	REGENTS' SCHOLARSHIP**
English/Language Arts	**4.0 credits**	4.0 credits of English to develop reading and writing skills	4.0 credits of English**
Math	**3.0 credits** 1.0 credit Secondary Math I 1.0 credit Secondary Math II 1.0 credit Secondary Math III	4.0 credits of math: Secondary Math I, II, and III and quantitative literacy requirement or other appropriate option for senior year math consistent with your CCR goal.	4.0 credits of progressive math (Secondary Math I, II, and III) and one progressive class beyond Secondary III**
Science	**3.0 credits** 2.0 credits from Earth Systems, Biological Science, Chemistry, Physics, or Advanced Computer Science 1.0 credit from the foundation courses or the Applied or Advanced Foundation science core list	3.0 credits of lab-based science have been shown to prepare you for college. Interested in STEM (science, technology, engineering or math)? Plan on taking 4.0 credits of science. For Career and Technical Education (CTE) pathway, choose foundation, applied, or advanced courses aligned with your CCR goal.	3.0 credits of lab-based science courses, one each of Biology, Chemistry and Physics**
Social Science/ Social Studies	**3.0 credits** 1.0 credit U.S. History 0.5 credit Geography 0.5 credit World Civilization 0.5 credit U.S. Government and Citizenship 0.5 credit elective	3.5 credits of social science. Select social studies classes that provide a strong academic foundation and enable you to explore a variety of career paths.	3.5 credits of social science**
Financial Literacy	**0.5 credit** 0.5 credit General Financial Literacy	0.5. credit General Financial Literacy	Meet high school graduation requirement
Directed Coursework	**3.0 credits** 1.5 credits Fine Arts 1.0 credit Career and Technical Education 0.5 credit Computer Tech	Choose coursework in areas that interest you, especially relating to your career goals. CTE and fine arts courses allow you to explore these areas. Take a challenging computer technology course to prepare for college-level projects. Interested in CTE? Choose electives that build on one another and provide depth in an area that interests you.	Meet high school graduation requirement
Physical Education/Health	**2.0 credits**	Build a foundation for a physically and mentally healthy lifestyle.	Meet high school graduation requirement
Required Electives	**6.0 credits**	Take challenging courses through your senior year. Develop time management, problem-solving and study skills. Learn how to work well in teams, and maintain good attendance.	Meet high school graduation requirements
World Languages		2.0 years of the same world language in a progressive manner during grades 9-12.	2.0 credits of the same world language taken in a progressive manner during grades 9-12**
District/Charter Requirements	Varies by district.	Meet your district's requirements for graduation.	Meet district requirements

For more information on Utah High School Graduation Requirements, visit http://schools.utah.gov/curr/main/GradInfo.htm
*** For list of courses that satisfy Regents' Scholarship requirements, visit regentsscholarship.org.*

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Career and Technical Education Annual Report

Issue

Each year the Office of the Commissioner of Higher Education prepares a report on Career and Technical Education. Career and Technical Education (CTE) can be defined as organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. The CTE report for FY2015 is attached.

Background

Some of the FY15 report highlights include:

- Institutions in the Utah System of Higher Education (USHE) provided the equivalent of approximately 11.7 million membership hours in CTE instruction.

- USHE institutions awarded 4,536 CTE certificates and two-year degrees and enrolled nearly 62,000 CTE participants.

- CTE graduates are expected to produce over $334 million of added income to the state over someone with a high school diploma.

- Over 17,000 high school students took CTE courses through concurrent enrollment.

- Among state-funded institutions, USHE institutions provided over 70% of the post-secondary CTE instruction in the state.

- Over the last few years USHE institutions have developed 89 new CTE certificate programs, most of which stack to longer programs that provide opportunities for students to earn college-level credentials and also to advance to higher levels of preparation as time and circumstances permit.

THE U. UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

- Based on information extracted from Utah's Department of Workforce Services, the job placement rate of USHE's CTE graduates was nearly 84%, not counting those in the military, self-employed, and those employed out-of-state.

- Total cost of instruction per CTE membership hour equivalent was $9.75.

<p align="center">Policy Issues</p>

There are no policy issues associated with the information.

<p align="center">Commissioner's Recommendation</p>

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

_____
David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds℠

Career and Technical Education (CTE) is a key ingredient to meet the needs of Utah's economy. Utah System of Higher Education (USHE) institutions offer CTE programs in all regions of the state, working closely with local business and industry leaders to develop and deliver programs specifically tailored to local workforce development needs.

11,665,522
Membership hours taken in CTE courses in 2014-15 by students at USHE institutions.

During the 2014-2015 academic year, CTE comprised 23% of the total undergraduate courses offered at USHE institutions, and it accounted for 16% of undergraduate degrees and certificates awarded.

This report includes data on a diverse and broad array of Career and Technical Education (CTE) credit and non-credit offerings provided by USHE institutions that prepare people for employment in current or emerging occupations that require credentials other than a baccalaureate or advanced degree. It also provides data on statewide programs, Short Term Intensive Training (STIT) and Custom Fit, where industry-specific courses are provided by USHE institutions on contract for individual companies.

4,536
CTE credentials awarded by USHE institutions in 2014-15.

Partnering with industry, streamlining credit, and getting students to the workforce quickly

For the past several years, each of Utah's eight regional CTE councils have met regularly to identify potential certificate programs that could be developed or strengthened within each region. Regional CTE leaders also consult closely with leaders in industry and workforce development to identify certificate programs to be developed and/or strengthened, focusing on the following:

- Determine availability of current CTE offerings in the region
- Develop a regional plan shared by stakeholders including the three CTE providers: USHE, the Utah State Office of Education, and the Utah College of Applied Technology
- Identify certificates and other programs that could be offered in high-demand, high wage occupations and that are important to the region
- Identify how certificates and other credentials can complementarily stack to additional certificates, associate's degrees, or other programs
- Identify ways these programs, or portions thereof, might be provided for delivery in high schools through concurrent enrollment
- Ensure implementation details available

This partnership approach focuses on short-term certificates (16-29 credits) as a first step for students seeking a college credential or as a short-term option for older adults retooling for a career change or career advancement. It is expected that students will be more likely to complete a meaningful board-approved credential by the time of high school graduation or shortly thereafter. High school and college students who complete certificates offered through this initiative will:

- Have an earned post-secondary certificate in a relevant field.
- Be prepared for an entry-level position in a career that is in demand and pays high wages.
- Be on an efficient pathway to a one-year certificate or greater attainment.

CTE Credentials

The Utah System of Higher Education institutions offer three primary types of CTE credentials:

- **Associate of Applied Science Degrees**—Designed to lead students directly to employment requiring two years of preparation. The Associate of Applied Science (AAS) degree includes a core set of general education preparing students with a solid basis in composition, computation, and human relations. In some cases AAS programs can serve a dual purpose to prepare students for the workforce while serving as a pathway to a bachelor's degree.
- **Certificates of Completion**—Awarded for completion of programs that are typically one-year in length and that prepare students for employment. Certificates of Completion also have a general education component.
- **Certificates of Proficiency**—Short-term training programs less than one year in length that prepare students for specific employment skills.

Tuition and Fees

CTE programs are offered at seven of the eight USHE institutions (University of Utah's mission does not include CTE; Salt Lake Community College fills this role in the service region shared by these two institutions). 2014-15 full-time tuition and fees for the seven institutions that carry a CTE role assignment ranged from $1,694 to $3,192 per semester.

Tuition and fees at Utah's public institutions of higher education are the third lowest in the nation. It typically takes full-time students one to four semesters to complete a CTE credential, depending on whether a student is working on a certificate or an AAS degree. Many of the CTE programs seamlessly stack to four-year degree programs.

Earnings and Job Placement for USHE CTE Graduates

The median fifth-year wages for certificates of at least one year and associate degrees are $35,768 and $43,178, respectively. More detailed wage information is available online: http://higheredutah.org/data/utah-wage-information. Wage data with certificates of less than one

year were also calculated but are not included online. Although results showed wage gains over lower educational attainment levels, the data in this category are impacted by a variety of factors including the type of program, individual student intent, immediate short term industry demand, etc.

The table below shows placement rates for CTE graduates from a USHE institution for 2014-15 according to their field of study – according to the National Center for Education Statistics' Classification of Instructional Program (CIP) codes.

$35,768
Median 5th-year wages for individuals with a USHE certificate of at least one year.

84%
The overall job placement rate for 2014-15 USHE CTE graduates.

USHE CTE Job Placement Rate by Area of Study

Classification of Instructional Program (CIP) Group	Placement Rate
AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES	75.8%
BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	81.7%
COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS	84.7%
COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES	76.6%
COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	82.0%
CONSTRUCTION TRADES	87.0%
EDUCATION	73.3%
ENGINEERING	81.2%
ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS	82.0%
FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES	81.3%
FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS	92.3%
HEALTH PROFESSIONS AND RELATED PROGRAMS	87.3%
HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES	85.4%
LEGAL PROFESSIONS AND STUDIES	82.8%
MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS	79.0%
PARKS, RECREATION, LEISURE, AND FITNESS STUDIES	86.7%
PERSONAL AND CULINARY SERVICES	80.9%
PRECISION PRODUCTION	81.3%
SCIENCE TECHNOLOGIES/TECHNICIANS	74.4%
SOCIAL SCIENCES	76.5%
TRANSPORTATION AND MATERIALS MOVING	69.6%
VISUAL AND PERFORMING ARTS	74.8%
OVERALL PLACEMENT RATE	83.8%

Information is derived from state workforce data and may not include employment of all USHE graduates. For example, state workforce data does not include out-off-state employment, self-employed individuals, federal and military employees, and non-employed students who continued their education.

The ROI for USHE CTE Graduates

The table below provides an estimate of the wage impact of 2014-15 CTE graduates from USHE institutions. According to the wage and workforce information from the US Census, the 4,536 new CTE graduates will produce nearly $335 million of added income to the state over someone with a high school diploma. Using taxpayer rate estimates of the Utah Taxpayers Association, these graduates will generate an added $47 million in state taxes and fees.

	New Credentials Awarded	Est. Work Force Participation Rate	Credentials in Workforce	Amount Earned over High School Level Median Earnings	Total Added Annual Income to Utah's Economy	Est. Additional Tax Contribution to the State (14.14%)
Certificates	1,175	77.1%	906	$2,657	$2,407,242	$340,384
Associate Degrees	+3,361	77.1%	+2,592	$2,657	+$6,886,944	+$973,814
Total	4,536		3,498		$9,294,186	$1,314,198
30 years of Employment					$278,825,580	$39,425,937
Economic Multiplier (1.2)					$55,765,116	$7,885,187
Value Added to Utah's Economy and Tax Base (30 yr Estimate)					**$334,590,696**	**$47,311,124**

CTE in Concurrent Enrollment (high school students)

28,549 high school students enrolled in a college course available through concurrent enrollment during the 2014-15 academic year. In total, these students earned 198,163 college credits – saving students over $25 million in total tuition.

60% of all concurrent enrollment students (17,199) enrolled in at least one CTE course. Secondary students earned 75,496 CTE credit hours, or 38.1% of the total concurrent enrollment credit hours earned. This represents the equivalent of 2,264,880 membership hours (75,496 X 30) accounting for nearly 67% of postsecondary CTE enrollment in Utah's high schools and 58% of total postsecondary membership hours earned by high school students (the Utah College of Applied Technology served 8,652 high school students with 1,624,477 membership hours as reported in UCAT's 2015 annual report). The total contribution of Utah's postsecondary institutions to high school students is significant and provides college-level career preparation opportunities to nearly 26,000 high school students during the 2014-15 school year while giving these students credit toward postsecondary credentials.

The accompanying tables show unduplicated headcount in CTE concurrent enrollment courses.

Total Concurrent Enrollment, Fiscal Year 2014-15

	Total	CTE
Total Students (Unduplicated Headcount)	28,549	17,199 (60.2%)
Earned Credit Hours	198,163	75,496 (38.1%)

Headcount in CTE Concurrent Enrollment by Institution, Fiscal Year 2014-15

Institution	CTE Concurrent Enrollment (Unduplicated Headcount by USHE institution)
Utah State University	1,134
Southern Utah University	136
Snow College	451
Dixie State University	364
Weber State University	6,923
Utah Valley University	4,350
Salt Lake Community College	4,442
Total	17,800

Enrollment headcounts total more than system-wide total because students can take courses from more than one institution.

Federal Funding

Institutions within USHE qualify for and participate in federal grant funding through the Carl D. Perkins Career and Technical Education Act of 2006. Funding is provided to the Utah State Office of Education and formulaically distributed to local school districts, campuses of the Utah College of Applied Technology, and USHE institutions providing eligible CTE programs. This funding is used by USHE institutions to enhance and improve CTE programs and services in ways that are not otherwise provided by state resources.

Perkins funding to institutions is allocated based on the number of students taking CTE courses from the following populations:

- Federal PELL grant recipients
- Students who receive assistance from the Bureau of Indian Affairs
- Students who receive assistance from the Utah Department of Workforce Services

In 2014-15, $3,421,802 was awarded to USHE institutions through the Perkins Act. All USHE institutions receiving Perkins grants have maintained eligibility for continued Perkins funding as it is made available through federal processes since the program's origination in 2006. USHE reports performance in the following areas related to this program:

- Technical skill attainment
- Completers
- Retention
- Employment
- Non-traditional student participation
- Non-traditional student completion

CTE Cost of Services

Data from the FY14 USHE Cost Study show the appropriated direct costs per full-time equivalent (FTE) student (15 credit hours/semester) for CTE to be $4,575 ($5.08 per membership hour). Factoring in indirect costs, the full cost of CTE instruction is $8,773 per student FTE ($9.75 per membership hour).

$9.75
Average total direct cost per CTE membership hour.

According to its report to the Higher Education Appropriations Subcommittee on September 30, 2015, the Utah College of Applied Technology (UCAT) reported its FY15 direct cost of instruction was $6.09 per membership hour. From information provided in that report, its FY15 full cost of instruction per membership hour was $11.64 ($67,597,000 total reported state appropriation divided by 5,808,226 total membership hours). Both USHE and UCAT provide valuable services at comparable and competitive costs to Utah taxpayers.

Program Duplication

A recent analysis of USHE and UCAT programs indicates there is little, if any, duplication of programs. Using data available from the Integrated Postsecondary Education Data System (IPEDS) for the academic years 2011-12, 2012-13, and 2013-14, only five out of 292 areas of study (based on CIP codes) identified at the same level were within the same service region. Some programs within these five areas of study are part of broader degree programs at USHE institutions and are offered for students who may have longer-term educational objectives than preparation for immediate employment as is most typical in CTE programs.

Enrollments and Completions

The enrollment and completion information presented below uses the standard CTE definitions used by the federal Carl D. Perkins program (generally accepted measurement nationwide). This information uses both credit hours and membership hours in order to create a common comparison of CTE among Utah's public, postsecondary institutions.

As the economy in Utah has improved since the recession years, USHE institutions have seen a reduction in the total number of students taking CTE courses, although the difference between FY2014 and FY2015 was fairly minor (62,844 in 2013-14 compared to 61,859 in 2014-15). This trend is typical during economic recoveries and was expected. However, while total headcount has retreated some, USHE institutions experienced an increase in CTE student FTE (11,802 in 2013-14 compared to 12,951 in 2014-15), suggesting students are taking higher course loads.

FTE is a measure, based on the total number of hours taught, of how many students could have been served if all students were full-time. One FTE is equal to 30 credit hours (for credit-based instruction) or 900 membership hours (for non-credit) in a given year. For membership and credit hour equivalents, one credit hour equals 30 membership hours.

USHE CTE Enrollment (2014-15)

Headcount

Year	Headcount
2008-09	61,799
2009-10	65,951
2010-11	69,800
2011-12	65,378
2012-13	66,444
2013-14	62,844
2014-15	61,859

Full-Time Equivalent (FTE)

Year	FTE
2008-09	12,431
2009-10	13,753
2010-11	14,020
2011-12	13,107
2012-13	12,473
2013-14	11,802
2014-15	12,951
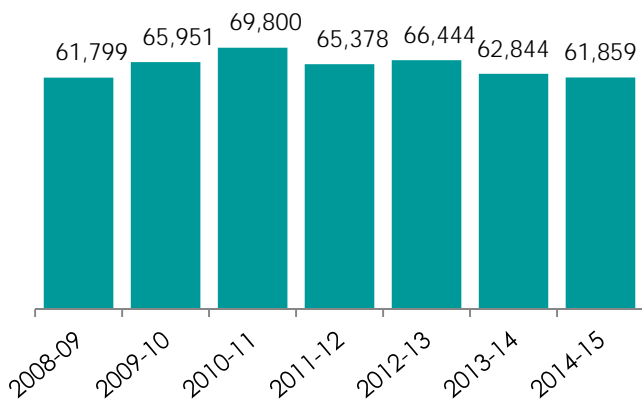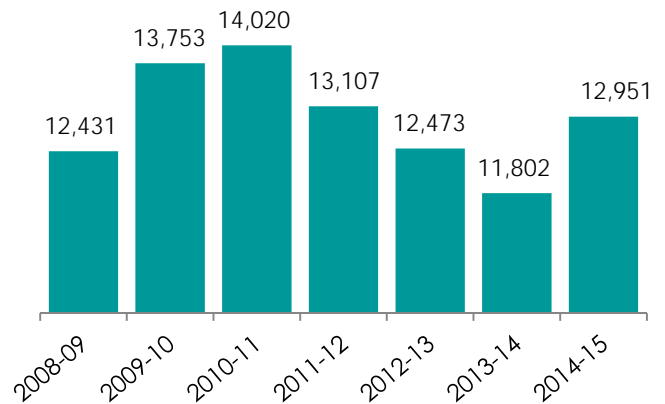
Career and Technical Education (FTE) by Institution (2014-15)

Institution	Percent
USU	5.4%
WSU	13.5%
SUU	2.9%
SNOW	4.5%
DSU	4.0%
UVU	16.0%
SLCC	27.4%
UCAT	26.4%
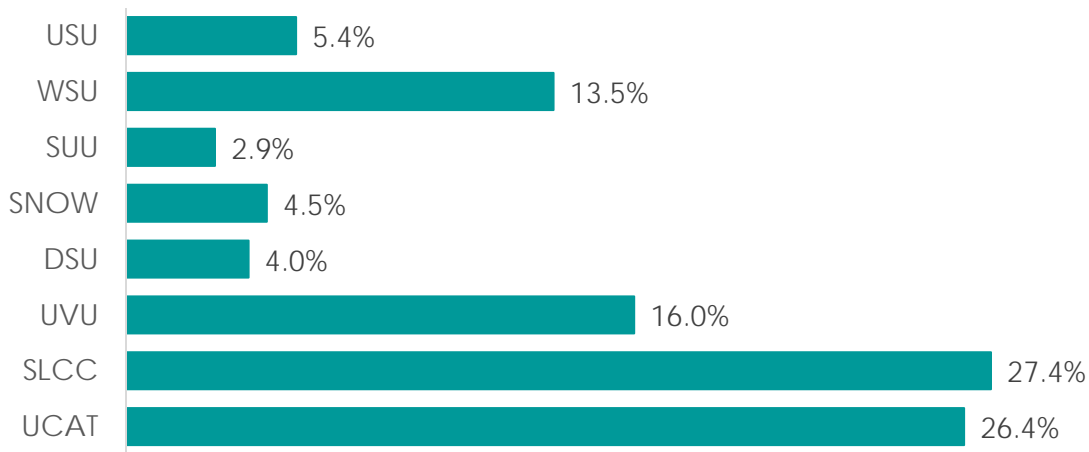
Total USHE CTE Membership Hours and FTE Equivalent by Year

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Non-Credit Membership Hours	808,614	1,242,194	894,841	634,795	473,180	362,013	411,324
Short-Term Intensive Training/Custom Fit Hours	59,548	62,191	73,786	58,335	56,790	57,714	51,468
+ Equivalent Credit Hours (1 credit=30 hrs.)	10,319,490	11,073,630	11,649,480	11,102,910	10,695,300	10,201,650	11,192,730
Total Membership Hours	11,187,652	12,378,015	12,618,107	11,796,040	11,225,270	10,621,377	11,655,522
Full-time Equivalent-FTE (Total Membership Hours/900)	**12,431**	**13,753**	**14,020**	**13,107**	**12,473**	**11,802**	**12,951**

Total Certificates and Degrees Awarded

Year	Less than 1 yr Certificate	One Year Certificate	Associates Degree
2014-15	797	378	3,361
2013-14	902	455	3,522
2012-13	1,125	394	3,268
2011-12	1,027	506	3,451
2010-11	1,369	478	3,221
2009-10	1,493	605	3,132
2008-09	1,014	472	3,104

■ Less than 1 yr Certificate   ■ One Year Certificate   ■ Associates Degree
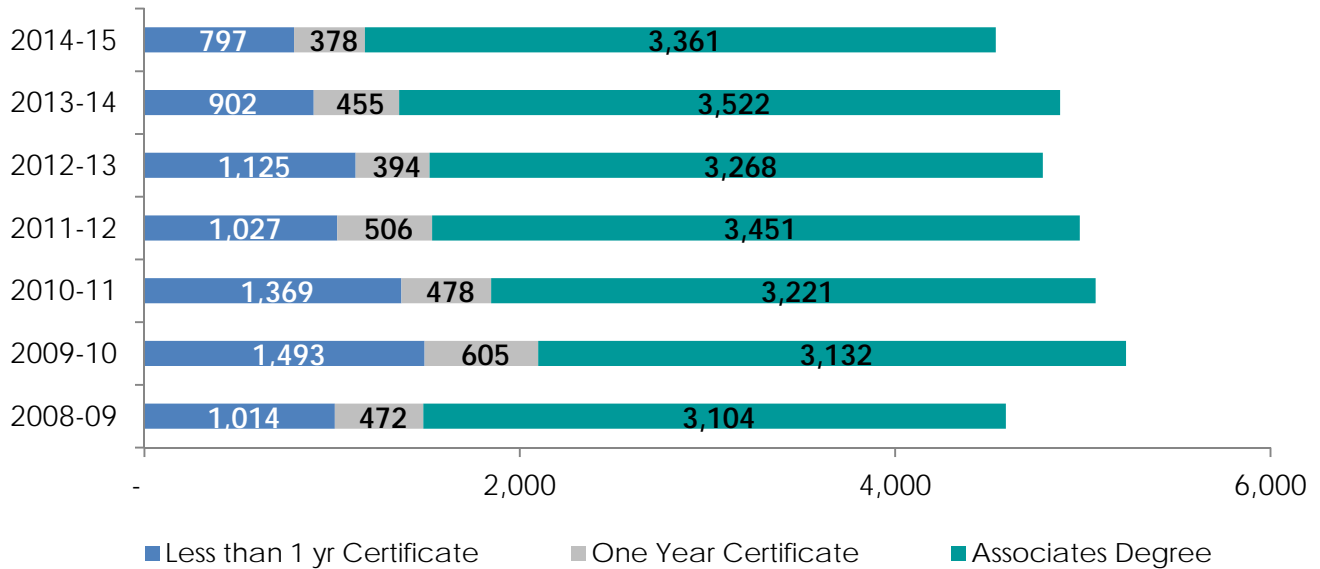
2014-15 USHE CTE Credit Hour Equivalent

Year	Credit Hour Equivalent
2008-09	372,922
2009-10	412,601
2010-11	420,604
2011-12	393,201
2012-13	374,176
2013-14	354,046
2014-15	388,517
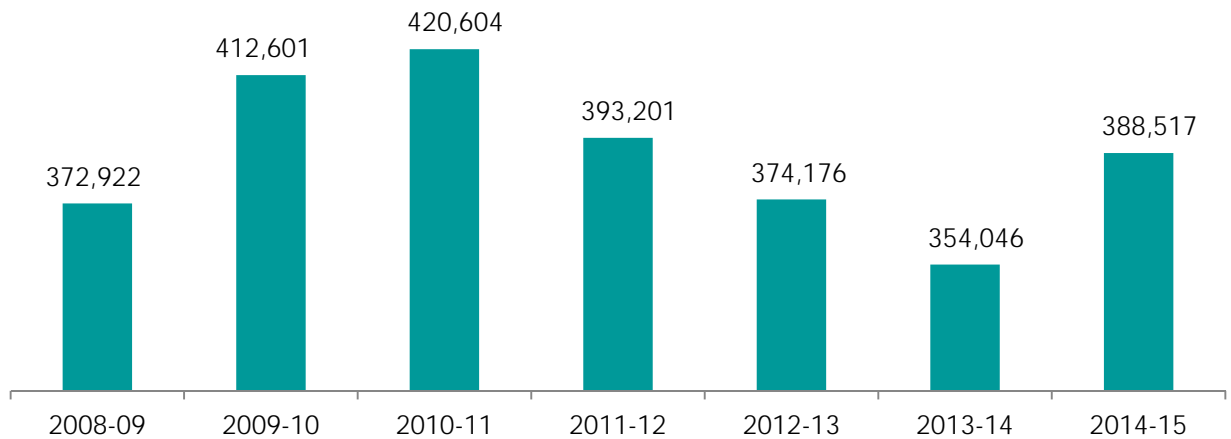
Top 5 Areas of Study, based on 2014-15 certificates/degrees awarded

Program Categories	Less than 1 yr Certificates	1-2 yr Certificates	Associates & 2+ yr Certificates	Total	Percentage Share
HEALTH PROFESSIONS AND RELATED PROGRAMS	401	169	1,355	**1,925**	42%
COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	249	29	238	**516**	11%
BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	19	10	467	**496**	11%
HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING, RELATED PROTECTIVE SERVICES	35	12	229	**276**	6%
ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS	28	12	188	**228**	5%

Source: IPEDS Completions Survey

Utah CTE Output Summary

		USHE	UCAT*	Total	USHE % Total
Adults	Membership Hours	11,655,522	4,183,750	15,839,272	73.6%
	Student FTE	12,951	4,649	17,600	73.6%
	Student Headcount	61,859	27,541	89,400	69.2%
High School	Membership Hours	2,264,880	1,624,477	3,889,357	58.2%
	Student FTE	2,517	1,805	4,322	58.2%
	Student Headcount	17,199	8,652	25,851	66.5%
Credentials Awarded	< 1 Year Certificates	797	5,712	6,509	12.2%
	1+ Year Certificates	378	1,649	2,027	18.6%
	Associate Degrees	3,361	0	3,361	100.0%
Average Cost Per Membership Hour		$9.75	$11.64		

Sources: Utah College of Applied Technology 2015 Annual Report, Reported information from the Utah College of Applied Technology to the Higher Education Appropriations Committee of the Utah Legislature (September 30, 2015), and IPEDS. USHE cost data is based on the FY14 cost study, the most recent data available at time of report.

Definitions and Formulas

CTE (Career and Technical Education [Vocational])—CTE programs involve training for what are generally considered technical, high skill jobs such as automotive maintenance, welding, construction, and entry-level healthcare positions.

Credit Hours—A unit used to measure the amount of schoolwork a student has enrolled in or completed as defined by regional accrediting bodies and the U.S. Department of Education.

Membership Hours—Also called 'Clock Hours', assumed to be the number of hours attended at an institution in a CTE or vocational program.

FTE (Full Time Equivalent)—The total number of hours taught at an institution divided by the number of hours considered to be full-time for a student. An FTE student is one undergraduate student enrolled for 15 credit hours per semester. A part-time student may account for only .5 FTE while a student with a heavy course load may account for 1.25 FTE during a given academic year.
- 30 credit Hours = 1 FTE for credit programs
- 900 membership Hours = 1 FTE for non-credit programs

Unduplicated Headcount—The total number of individual students enrolled at an institution, regardless of instruction time. Unduplicated Headcount is only counted once, even though the student may fall into several enrollment categories.

Secondary/Postsecondary—Secondary Education refers to high school (grades 9-12) education. Postsecondary education is any coursework beyond high school.

TAB I

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Engineering and Computer Technology Initiative Annual Report from the Technology
              Initiative Advisory Board

Issue

The 2001 Legislature approved SB61: Enhancements to the State Systems of Public and Higher
Education. This legislation established the Engineering and Computer Technology Initiative within the Utah
System of Higher Education (USHE) with the goal of increasing the number of students graduating from
engineering, computer science, and related technology programs. The legislation created the Technology
Initiative Advisory Board (TIAB), which is appointed by the Governor and makes an annual report to the
Board of Regents. The attached document provides this year's report from the TIAB.

Background

Key highlights noted in the report include:

- During the last 14 years, the Engineering and Computer Technology Initiative has been successful
  in increasing the number of graduates in targeted areas.

- During FY15, 1,554 engineering degrees were awarded compared to 862 in 2000, and in computer
  science 1181 degrees were awarded compared to 513 in 2000.

- Since the initiative began, a total of 29,464 engineering and computer science degrees have been
  awarded.

- The TIAB requested that Information Systems be added to the initiative and that the base year for
  comparison to be used for legislative funding requests be changed from FY00 to FY11.

- Total engineering and computer science degrees awarded in FY15 was 2,735 compared to 2,093
  in FY11, representing an increase of over 30 percent compared to the base year.

Policy Issues

There are no policy issues associated with this report.

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Commissioner's Recommendation

This report is for information to the Board of Regents; no action is required.

_____
David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds℠

Engineering and Computer Science Initiative
Annual Report
November 2015

Introduction

The 2001 Legislature approved SB61 *Enhancements to the State Systems of Public and Higher Education,* sponsored by Senator Lyle Hillyard. This legislation established the Engineering and Computer Technology Initiative within the Utah System of Higher Education (USHE) with the intent to increase the number of students graduating from engineering, computer science, and related technology programs.

Specifically, key provisions of SB61 have been addressed and include:

1. Established a goal to triple the number of graduates from USHE institutions in engineering, computer science, and related technology.
2. Directed the Regents to establish rules providing the criteria for those fields of study that qualify as "related technology."
3. Provided supplemental funds for equipment purchases to improve the quality of instructional programs in engineering, computer science, and related technologies.
4. Established a student scholarship to encourage enrollment in programs included in the initiative.
5. Assisted USHE institutions to hire and retain qualified faculty to teach in initiative programs.
6. Increased program capacity by funding new and renovated capital facilities, and funding for new engineering and computer science programs.
7. Created the Technology Initiative Advisory Board (TIAB) to make recommendations to the Regents in its administration of the initiative. The advisory board includes individuals appointed by the Governor from business and industry who have expertise in the areas of engineering, computer science, and related technologies.
8. Funding matches for on-going appropriations have been maintained by the institutions.

To date, $15 million of on-going funding plus $10.45M of one-time funding have been appropriated to support the initiative.

Appropriated Funds

The following table gives a summary of the funding between FY2002 and FY2016.

	Engineering and Computer Science Initiative Funding History 2002-2016		
	Funds Appropriated		
Year	Ongoing	One time	Scholarship[1]
2001-02	1,000,000	2,500,000	500,000
2002-03	2,000,000	1,000,000	0
2003-04	500,000	0	50,000
2004-05	500,000	500,000	0
2005-06	1,500,000	500,000	0
2006-07	500,000	700,000	0
2007-08	3,000,000	2,000,000	0
2008-09	0	250,000	0
2009-10	0	2,000,000	0
2010-11	0	0	0
2011-12	0	0	0
2012-13	2,500,000	0	0
2013-14	0	0	0
2014-15	0	0	0
2015-16	3,500,000	1,000,000	0
Total	15,000,000	10,450,000	550,000

Transfer of Credit between USHE Institutions

One measure of the initiative's success is the transfer of students from one institution to another as students complete degree requirements. Based on a study conducted of FY2013 computer science and engineering degrees awarded, approximately 36% were awarded to students who transferred credit from other USHE institutions. Each USHE institution contributed to this transfer impact. This data suggest that each USHE institution contributes to degree completion by enabling students to earn credits that are part of their overall educational pathway. This is evidence that transfer policies within the USHE impact students positively and serve to meet key state objectives in enabling students to complete their educational goals.

Degree Completion Results

Due to the length of time the initiative has been in operation and to measure comparisons that coincide with new funding allocations, FY2011 was identified as a new base year that the TIAB used to compare graduation data. To aid in comparisons, data from FY2011 were adjusted to account for Information Systems graduates from the University of Utah and Utah State University that have been included in the graduation counts since FY2014. FY2011 data was used to compare data from FY2014. This comparison was used to justify new funding ($3.5M on-going and $1M one-time) that was appropriated by the

---

[1] In 2001, SB61 established a loan forgiveness fund to assist students in obtaining degrees in engineering and computer science. In 2009, SB105 changed the loan forgiveness program to a scholarship program for the purpose of recruiting, retaining, and training engineering and computer science and related technology students. At that time scholarship funding was $39,200 annually. In FY13 an additional $300,000 of on-going scholarship funding was allocated to institutions by the Board of Regents from the FY13 $2,500,000 appropriation. This $300,000 of scholarship funding did not roll into the previously legislated scholarship funding program but went directly to institutions.

legislature for FY2016. The chart below compares data from FY2011, FY2014, and FY2015. The TIAB will use this data to consider future funding requests.

Comparison of FY2011 and FY2014 Degree Completions for the Engineering and Computer Science Initiative										
	FY2011 (Base Year)			FY2014			FY2015			Change from FY2011 to FY2015	
	CS	Eng	Total	CS	Eng	Total	CS	Eng	Total	Change	Percent Change
Total	755	1,338	2,093	958	1,321	2,279	1181	1554	2735	642	31

Over the life of the initiative, there has been a significant impact on degrees awarded in engineering and computer science. The 1,554 engineering degrees awarded in FY2015 compares to 862 awarded in FY2000 (80% increase), and the 1181 computer science degrees awarded in FY2015 compare to 513 awarded in FY2000 (130% increase). Over time there has been a consistent increase in total number of degrees awarded in the targeted areas. Since the initiative began, a total of 29,464 computer science and engineering degrees have been awarded. The initiative has resulted in a positive cumulative impact for the state. It is believed that a modest investment of state dollars has made a significant difference for Utah.

Based on assessment by the TIAB, the Engineering and Computer Science Initiative has been one of the most successful legislative efforts of the past decade. With participation including industry, higher education, and the state, the initiative has proven to be a model program with strong accountability and demonstrable results.

Matching Funds
Utah Code 53B-6-105.9 requires institutions to match on-going funds appropriated to the initiative that are used for faculty positions. Beginning with funding appropriated for FY2013, institutions have provided an annual report that demonstrates compliance with the matching requirement. Based on information from this annual report, the on-going appropriations awarded in FY2013 continued to be matched by the USHE institutions for the most recently completed fiscal year as shown in the following table.

Matching Funds Report	
Institution	FY2013 On-going Appropriations Matched by Institutions
University of Utah	600,000
Utah State University	270,000
Weber State University	88,000
Utah Valley University	370,000
Salt Lake Community College	72,000

Note: Southern Utah University, Dixie State University, and Snow College did not receive funding from on-going FY2013 appropriations provided through the initiative and thus are not included in this report.

Technology Initiative Advisory Committee Members

- John Sutherland (Chair) Brigham Young University
- Susan Johnson (Co-Chair) Futura Industries
- Reed Brown Local Digital Insider
- Roland Christensen Applied Composite Technology
- Ed Ekstrom Quail Creek Capital
- Chuck Taylor SyberJet Aircraft
- J. Howard VanBoerum VanBoerum & Frank
- Vance Checketts EMC
- Mark Ripke Boeing

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State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Credit for Completion of Peace Officer Standards and Training Academy

Issue

Earlier this year, the Commissioner's office received notice of a legislator's intent to introduce a bill that would require Utah System of Higher Education (USHE) institutions that offer Criminal Justice Programs to award 18 credit hours to individuals who have completed a non-credit Peace Officer Standards and Training (POST) program. This credit would apply toward the total credits required for Criminal Justice degrees.

There was concern that a "blanket" solution to award credit may not be in the best interest of students or the Criminal Justice community. Criminal Justice programs throughout the state serve various needs. They are structured differently and focus on different outcomes. There was also concern of the legislative precedence this would set where institutions would be statutorily required to award a specific amount of credit for a non-credit activity. The Office of the Commissioner worked with USHE institutions to reach agreement that would recognize POST competencies as an alternative solution to legislation.

Background

Criminal Justice programs are offered at the following USHE institutions: Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State University, Utah Valley University, and Salt Lake Community College. In responding to the issue, USHE faculty who teach POST and Criminal Justice programs conferred with staff at the Office of the Commissioner. These faculty members mutually agreed that 18 credit hours would be a reasonable amount of credit to award for completion of POST. They also considered and agreed upon the criteria to be used to award this credit. The attached document describes the agreement. A copy of the agreement was provided to the legislator who intended to sponsor the aforementioned bill.

Policy Issues

This agreement was reached consistent with Regent Policy R470, *General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination*, and Regent Policy R473, *Standards for Granting Academic Credit for CTE Course Work Completed in Non-Credit Instructional Formats*. These policies define the role of institutions, departments, and faculty in decisions regarding academic credit.

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Commissioner's Recommendation

This is for information only; no action is needed.

_____
David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

POST Credit Statement of Agreement
Utah System of Higher Education
Effective January 1, 2016

Faculty who teach Peace Officer Standards and Training (POST) and Criminal Justice programs at USHE institutions have reviewed POST academy training provided in Utah. Based on this review it is deemed reasonable to award 18 credit hours to an individual who has completed a POST academy under the following conditions:

1. An individual has completed Special Function Officer/Basic Correction Officer and Law Enforcement modules in a POST academy that is certified in the state of Utah.
2. An individual has passed the POST certification exam required in Utah and has not had that certification revoked.
3. An individual has met with an advisor to discuss applicability of credit to program requirements, possible financial aid implications, and other factors that may impact the attainment of the student's educational goals.
4. If admission to a credit bearing program at a USHE institution occurs later than five years since the individual completed a POST academy the individual must be currently POST-certified and have current peace officer experience.

When the conditions referenced above are met, 18 credits will be awarded that will count toward the total credit hours required to earn an associate or baccalaureate degree in criminal justice. The institution may advise the student to seek a degree program other than criminal justice. Based on student needs, accreditation requirements and standards, or other compelling circumstances, fewer than 18 credits may be awarded.

UTAH SYSTEM OF
HIGHER EDUCATION
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January 13, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah College Application Week Report 2015

Issue

The goal of Utah College Application Week (UCAW) is to provide every high school senior at our partner schools the opportunity to complete at least one viable college or university application during the school day in a school computer lab or library. A special focus is placed on students who would be the first in their families to attend, low-income students, or students who may not have otherwise considered applying. This report summarizes the outcomes of Utah College Application Week 2015.

Background

The American College Application Campaign (ACAC) is a national intiative of the American Council on Education (ACE) to increase the number of first-generation and low-income students who pursue a postsecondary education. The purpose of this initative is to help high school seniors navigate the college admissions process and ensure each participating student submits at least one college admissions application during the school day throughout the designated college application week. Utah joined ACAC in 2013 and has experienced exponential growth of partner high schools and participating students. Three years ago we piloted the program with three school districts and eight high schools. In 2015 we partnered with 24 school districts and several public charter schools for a total of 85 participating school sites.

Utah College Application Week (UCAW) was held November 9-20, 2015; partner schools used the expanded two week time frame to focus first on awareness and student requirements for submitting a complete college application followed by dedicated time in the school library or computer lab for students to fill out and submit a college application. In addition to college applications, students began their Free Application for Federal Student Aid (FAFSA) by registering for an Federal Student Aid (FSA) ID. Students were also encouraged to begin applying for scholarships, including the Regents' Scholarship. Media coverage, newspaper articles, news segments, and dignitary appearances at high schools spanned the month of November, aligning with Governor Gary Herbert proclaiming November 2015 Utah College Application Month, as well as similar declarations from President Obama and the White House.

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<u>Commissioner's Recommendation</u>

<u>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 report, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's participation strategic objective.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/JH/HD
Attachment

2

Background

The American College Application Campaign (ACAC) is national intiative of the American Council on Education (ACE) to increase the number of first-generation and low-income students who pursue a postsecondary education. The purpose of this initative is to help high school seniors navigate the college admissions process and ensure each participating student submits at least one college admissions application during the school day throughout the designated College Application timeframe. Utah joined ACAC in November 2013 with Utah College Application Week (UCAW) and has continued to expand with partnerships, programming, and public relations and media coverage.

UCAW 2015 Planning and Activities

Throughout the spring of 2015, public high schools and districts were recruited to join the 2015 College Application Week campaign. On May 19, 2015, USHE launched Utah College Application Week with a training and planning meeting for high school site coordinators and teams. This training was recorded and the video file placed online for reference and future viewing by site teams. The Utah College Application Week Program Manager, Heidi Doxey, created a 100+ page *Site Coordinator Training and Implementation Manual* which contains information and templates participating high schools can use to develop their own plan for incorporating UCAW programming within their school. The manual includes: timelines, pre-event awareness and activities, application requirements, fees and waiver information, PR and media guidelines, program models, data tracking requirements, and post-UCAW programming such as FAFSA Completion and College Decision Day. Additionally, templates for letters, postcards, social media posts, and other documents on financial aid for parents and students were developed and distributed electronically so UCAW site coordinators could edit with their own school-specific information. On September 22 and 23, 2015, additional training for site coordinator teams was held via an in-person training at the Office of the Commissioner and through an online webinar. Attendees were given additional training and support on FAFSA Federal Student Aid (FSA) ID registration, the nuts and bolts of completing college and university applications, fee waivers, data tracking, and PR and social media ideas. Additionally, through September and October, the Utah College Application Week Program Manager traveled to multiple districts to provide additional training and support to site teams, particularly those that were new UCAW partners.

Participating school sites (listed below) agreed to set aside time and space during the school day with computer and internet access, and provided school personnel and volunteer support to assist seniors in filling out and submitting at least one college application during the designated UCAW weeks. The schools launched college awareness activities for all students during the week prior including lunch-time activities, assemblies, announcements and school videos, posters and school-wide door decorating contests. Most sites brought entire English or other core or advisory classes to the library or computer lab to complete college applications. A few schools such as Taylorsville High, Wasatch High, and Pine View High, were able to support the entire senior class at one time through use of individual laptops, Chrome Books, or iPads. Several high schools asked students to indicate where they wanted to apply and called them to the computer labs in those groups during non-core classes, garnering additional support from their teachers. During these sessions, representatives from the college or university often assisted students in completing

their applications. Participating high school seniors, volunteers and site teams were surveyed about their experience in an effort to make improvements for the continued implementation and expansion in 2016. A Scantron bubble-sheet survey was distributed to each student participant and data from these surveys are still being collected and processed, which includes the number of first generation college students, and number of applications completed and submitted, as reported by students.

<u>2015 School Sites</u>

Alpine School District Lone Peak High	Logan City School District Logan High	San Juan School District Monticello High Monument Valley High Navajo Mountain High San Juan High Whitehorse High
Canyons School District Alta High Brighton High Corner Canyon High Hillcrest High Jordan High	Millard School District Millard High School	Sevier School District Cedar Ridge High North Sevier High Richfield High South Sevier High
Carbon School District Carbon High	Murray School District Murray High	South Sanpete School District Gunnison Valley High Manti High
Charter School American International School of Utah American Leadership Academy Maeser Preparatory Academy Providence Hall High Salt Lake School for the Performing Arts	Nebo School District Maple Mountain High Payson High Salem Hills High Spanish Fork High Springville High	South Summit School District South Summit High
Davis School District Bountiful High Clearfield High Davis High Layton High Mountain High Northridge High Renaissance Syracuse High Viewmont High Woods Cross High	North Sanpete School District North Sanpete High	Tooele School District Dugway High Grantsville High Stansbury High Tooele High Wendover High
Grand County School District Grand County High	Ogden School District Ben Lomond High George Washington High Ogden High	Wasatch School District Wasatch High

Granite School District	Provo School District	Washington School District
Connection High Cottonwood High Cyprus High Granger High Hunter High Kearns High Olympus High Skyline High Taylorsville High	Independence High Provo High Timpview High	Desert Hills High Pine View High Snow Canyon High
Iron School District	Salt Lake School District	Weber School District
Canyon View High Parowan High Cedar City High	East High West High Highland High Horizonte High	Bonneville High Fremont High Roy High Weber High
Jordan School District		
Bingham High Copper Hills High Herriman High Riverton High West Jordan High		

Structures Facilitating Success

Overall, this was a tremendously successful third year of Utah College Application Week and ideas were gathered for further refinements to the processes. The sites with the best results had strong school administration (principal, vice principal) support and innovative and encouraging district leadership. Sites with these individuals in place had a higher percentage of their senior class participate, more applications submitted, smoother programming, and were more likely to include Utah College Application Week as an extension of college readiness efforts already in place in the district and school. These schools and districts were also more likely to encourage the district foundation or local business coalitions to set aside funds to help pay the application fee for underserved students from low socio-economic backgrounds. Having high school administration, school district, and school board support and participation during Utah College Application Week resulted in more students understanding the importance of submitting a college application, and more parents understanding the required information needed for their student to complete an application (for example, knowing a social security number, driver's license information, city/state of birth, application fee payment, etc.). Several school districts were able to garner significant funds through donations by the district foundation or businesses to help students unable to afford a college application fee.

Many districts were involved in media and social media campaigns which involved high schools, communities, and businesses in their UCAW programming. All public relations and media events were spearheaded by Melanie Heath, USHE Director of Communications, and Love Communications, the advertising agency serving USHE on this project. On November 5, 2015, President Deneece G. Huftalin from Salt Lake Community College and Danie Natter, counselor at Kearns High School, appeared on

KUTV's "Fresh Living" segment to discuss and promote Utah College Application Week. Commissioner David L. Buhler appeared on KSL on November 9, 2015 promoting UCAW and "Good4Utah" did a segment on Utah College Application Week as well. In addition, newspaper articles appeared in the *Salt Lake Tribune, Deseret News, Carbon County Sun Advocate, St. George News, Park City Record*, and *Moab Times* as well as other local newspapers and media outlets. Love Communications organized additional radio coverage, including sponsorships and six "live broadcast" events held at Cottonwood High, Kearns High, Provo High, Bingham High, Herriman High, and Corner Canyon High throughout Utah College Application Week. Radio DJs interviewed students, counselors, teachers, and/or administration to discuss applying for college, UCAW, and students' post-high school plans. Higher Education dignitary appearances at events included: Tami Pyfer from the Utah Governor's Office, Salt Lake Community College President Deneece G. Huftalin, Snow College President Gary Carlston, Southern Utah University President Scott Wyatt, Utah State University-Eastern Vice Chancellor Greg Dart, Utah Valley University President Matthew Holland, and Weber State University President Chuck Wight. Numerous other city mayor and other community or college and university representatives also spoke to students about the importance of college.

In support of these College Application Week initiatives across the state, Governor Gary Herbert declared November 2015 "Utah College Application Month."

<u>Next Steps</u>

- Finalize data reporting, share outcomes and lessons learned with stakeholders. Participating high schools will each receive a school-specific report and district report for their own comparison. All participating sites will receive a state-wide report.
- Create UCAW Site Application for 2016 program to strengthen and build upon programs already in place in Utah high schools and incorporate FAFSA completion programming into Utah College Application Week.
- Define new survey method to receive data responses in real-time to benefit individual high schools and school districts, as well as generate reporting information in a faster time-frame.
- Recruit additional sites and districts for 2016 participation; focus on rural areas and community organizations that focus on a specific population for education access and success.
- Add activities and programming for junior high schools, middle schools, and elementary school participation.
- Work with USHE institutions to improve their on-line application and enrollment process with specific focus on Concurrent Enrollment students and electronic transcript submission.
- Launch our 2016 program in May and September with site team training for our Utah College Application Week.
- Expand UCAW programming to include entire month of November to align with initiatives in the Utah Governor's Office and the White House.

TAB L

UTAH SYSTEM OF
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Building a Stronger State of Minds

State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: <u>StepUP READY Grants</u>

<u>Background</u>

In 2010 Governor Herbert designated the Board of Regents as the state agency responsible for applying for, receiving, and managing the College Access Challenge Grant Program (CACG) from the U.S. Department of Education. Over the past five years, the CACG has expanded and enhanced the statewide infrastructure dedicated to significantly increasing the number of low-income and underrepresented students who are prepared to enter and be successful in postsecondary education.

Since 2010, the Utah System of Higher Education (USHE) has awarded nearly $2.3 million in CACG Improving Preparation, Access, and Communities Together (ImPACT) sub-grants to not-for-profit colleges and universities to partner with, establish, strengthen, or expand outreach and access programs.

As the CACG funds concluded in fiscal year 2015, the Utah legislature appropriated $1 million in ongoing funds during the 2014 session to the Utah System of Higher Education to support college readiness. A significant part of this appropriation has been designated for grants that build upon the administrative structure of the ImPACT sub-grants and sustain a number of college readiness initiatives created under the CACG. More specifically, the grants will support collaboration between public education and higher education to support college readiness in the schools.

<u>Issue</u>

We know that the most effective college readiness efforts come as a result of strong partnerships between higher education and public education. Collaboration between K-12 and higher education institutions continually demonstrate positive outcomes, but can be difficult to initiate and sustain.

For the second year, USHE made available the StepUP READY grants. Applications from partnerships between school districts/local education authorities (LEAs) and Utah not-for-profit higher education institutions were requested in an effort to increase the number of Utah's public high school students who graduate college-ready and enroll in a post-secondary institution. $600,000 of StepUP READY grants with up to $50,000 (with an additional $25,000 available for programs targeting underrepresented populations) were available to school districts/LEAs that partner with Utah not-for-profit higher education institutions. All

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grants required a robust partnership between the LEAs and the not-for profit higher education institution to ensure effective and intentional efforts surrounding college preparation, enrollment, and first-year transition.

All grants also needed to be tied to college readiness objectives specified by USHE in the request for proposals (RFP). These objectives were divided into four categories: preparation, enrollment, transition, and professional development.

The RFP listed more than 20 objectives, including:
- Increase number of students who achieve ACT college-readiness benchmarks through targeted interventions and support.
- Increase number of students completing concurrent English 1010 and/or Math 1030/1040/1050 with a grade of "B" or higher.
- Increase the number of students taking STEM-related (Science Technology Engineering Math) courses in senior year.
- Increase parental engagement related to college preparation and attainment.
- Increase number of first-generation high school seniors who apply to one or more colleges/universities.
- Engage under-represented students in intentional summer programming to ease transition (note: this refers to "bridge" programs, not orientation or first-year experience).
- Engage teachers and administrators in college readiness training.

Intent to apply forms were due late June 2015 and those that met the minimum qualifications were invited to complete a full application due on September 9, 2015. A committee composed of representatives from public education, higher education, and USHE then reviewed the applications.

The review committee was comprised of:
- Dr. Kathryn McCarrie, Assistant Superintendent of Canyons School District
- Dr. Ember Conley, Superintendent of Park City School District
- Dr. James Sage, Associate Provost, Southern Utah University
- Ms. Adrienne Andrews, Chief Diversity Officer, Weber State University
- Dr. Julie Hartley, Assistant Commissioner for Outreach & Access, USHE
- Dr. Elizabeth Hitch, Associate Commissioner for Academic & Student Affairs, USHE

USHE received a total of 17 intent to apply notices of which 13 were invited to submit a full application.
- All USHE institutions, aside from Snow College, submitted an intent to apply notice.
- Intent to apply notices were also submitted by Brigham Young University & Westminster College.
- Proposed programs would provide interventions in 12 school districts.

The review committee recommended seven grants be awarded. These seven grants represent collaborations between six USHE institutions and nine school districts. Please see attachment for list of grants approved to enter into grant agreement with USHE.

Next steps:
- All grantees must enter into a grant agreement with USHE, spelling out any modifications in the application (such as expansion of programs or utilization of existing USHE programs), including data sharing, and exploring sustainability.
- With the submission of a completed grant agreement, funds will be released January 2016.
- Implementation of interventions should take place from January-December 2016.
- Reports will be due to USHE in June 2016, January 2017, and April 2017.

<p align="center">Commissioner's Recommendation</p>

This is an information item; no action is required.

_____
David L. Buhler
Commissioner of Higher Education

DLB/JH/MM
Attachment

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1. **Salt Lake Community College & Granite School District**   **$75,000**
Nancy Singer & Judy Petersen
SLCC West Valley Center
The project aims to enhance and expand upon college outreach, preparation, and readiness activities that exist within Cyprus, Hunter, Granger and Kearns High Schools by offering FAFSA completion, College Prep Math, concurrent enrollment Math 1030/1040/1050 and parental engagement activities at SLCC's new West Valley Center. The West Valley Center is conveniently located in the heart of the service areas of these four high schools at 3500 South and 5600 West in West Valley City. College outreach, preparation and readiness activities will be offered for students and their families in the evenings and on Saturdays when the high schools are not open.

2. **Southern Utah University & Iron County School District**   **$74,977**
Leilani Nautu & Jett Warr
Step It Up – ACT Ready
A partnership between Southern Utah University (SUU) and Iron County School District (ICSD) that focuses on increasing the number of students achieving ACT college-readiness in mathematics. This will be accomplished through targeted student involvement with ACT Preparation, a Summer STEM Expo, and exposure to ACT materials and questions. In addition, improving teacher effectiveness through professional development (USOE/USHE Mathematics Endorsement courses, training in NCTM Mathematics Teaching Practices, infusing ACT questions in the curriculum) will result in higher student achievement. Motivational speakers, parent involvement, and an incentive program will elevate student tenacity to better prepare for university attendance.

3. **University of Utah & Granite School District**   **$75,000**
Kathryn Stockton & Judy Petersen
Diversity Scholars Summer Bridge
The University of Utah Office for Equity & Diversity is committed to first-generation, underrepresented students and students of color through the Diversity Scholars Program (DS), which specifically provides academic support through a cohort model. The DS Summer Bridge is aimed at doing outreach with underrepresented students from the Granite School District. Through a partnership between the DS Program and the Granite School District, this collective effort (the Diversity Scholars Summer Bridge Program) seeks to increase college-going rates and further support the Granite School District college-going culture.

4. **Utah State University & Cache, Box Elder, & Weber School Districts**   **$43,001**
Ben Lignugaris Kraft & Mike Lietchy
The Utah Alternative High Schools (AHSs) College Readiness Partnership
The Utah Alternative High Schools (AHSs) College Readiness Partnership is a collaboration between Utah State University and AHSs in Utah to increase the number of

underrepresented juniors and seniors who achieve ACT college-readiness benchmarks, read more proficiently, apply for college, and complete FAFSA by participation in 6 ACT online tutorials, 6 reading/content intervention sessions, 2 college application and FAFSA events, and 1 college tour. An AHS State Leadership Team aims to improve AHS students' college readiness by recommending effective strategies to prepare for and enroll in college, and developing an effective model for AHSs to implement for program sustainability

5. **Utah Valley University & Provo School District**   **$74,968**
Victor Narsimulu & Karen Brown
UVU Cultural Envoys – Provo High School Diversity Mentoring & Senior Transitions Initiative
This StepUP READY K-16 Alliance between Utah Valley University (UVU) and Provo City School District will create and implement a culture-based leadership and mentoring partnership at Provo High School (PHS) using UVU's Cultural Envoys Leadership Program and Multicultural Student Council. This approach toward more effective cultural validation is intended to expand the frontiers of students of color transitioning to college and will provide participants with the opportunity to recognize and validate their cultural norms and traditions existing outside of the classroom as sources of strength and motivation for college preparation, enrollment, academic achievement, secondary graduation and persistence in school.

6. **Weber State University & Davis School District**   **$75,000**
Amy Huntington & Christy Hutchinson
WSU Bridge to College Success
WSU Bridge to College Success will reach out to underrepresented graduating seniors in area high schools who are at risk of not enrolling at Weber State University the fall following their graduation through the following components: 1) College Bridge mentors will provide assistance with completing financial aid processes and next steps to enrollment during spring of senior year and following summer, 2) intentional orientation & transition experiences to support college success, 3) residential summer bridge program where students will learn behaviors leading to academic success and social engagement, & 4) on-going mentoring and student engagement activities during their first semester at WSU

7. **Weber State University & Ogden School District**   ***$54,608**
Rachel Bachman & Stacey Briggs
Bridge to Quantitative Literacy
This project supports the continuation of a partnership with Weber State University and Ogden High School to provide a senior-year mathematics course for students below the ACT benchmark in mathematics. The course holds college level expectations for attendance, homework completion, and grading. It explores problematic areas in mathematics by building a conceptual understanding of the material through use of interactive activities and concrete manipulatives. This project will also extend the influence of this project to all the high schools in the area by providing area high school teachers with professional development training them in the methods used in the course.

*Final award amount pending

State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Institutional Completion Update: University of Utah

Issue

As a follow-up to Regents' Completion Initiatives, 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.

Representatives from the host institution, University of Utah, will report on their initiatives to increase completion rates.

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. 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.

<div align="center">

Next Steps

</div>

Over the course of the year, all remaining institutions will have a chance to report on their successful strategies to the Committee.

<div align="center">

Commissioner's Recommendation

</div>

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/JH

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Campus Master Plan Approval

Issue

The University of Utah requests the review and approval of its updated Campus Master Plan that was last formally approved on January 24, 2014. A letter from the University describing recent changes to the Master Plan is attached.

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 approve the University of Utah Campus Master Plan.

_____
David L. Buhler
Commissioner of Higher Education

DLB//RPA
Attachment

THE UNIVERSITY of UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

January 5, 2016

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

Re: University of Utah Campus Master Plan

Dear Commissioner Buhler:

The University of Utah's 2008 Campus Master Plan has served as the solid and creative foundation for the transformation of our 1,500 acre, 30,000+ student campus. As a 'living' document, campus planners continue the evolution of this work so that our integrated and highly functional campus is aligned with and supports the University's mission and goals.

Recent changes to the Campus Master Plan include updated precinct developments along with other focused and broader initiatives. These include, but may not be limited to, conversion of the George Thomas Building to the Crocker Science Center; construction of strategic parking terraces; development of playfields for student and athletic needs; construction of the Executive Education Building at the David S. Eccles School of Business; replacement of the Orson Spencer Hall Building; construction of the Lassonde Studios; and, the transformation of the Health Sciences Campus by demolition of the current School of Medicine Building to be replaced by three independent yet integrated structures (Rehabilitation Hospital, Ambulatory Care Complex and the Medical Education and Discovery Building).

The University of Utah requests the opportunity to present, seeking approval of, the updated Campus Master Plan to the Finance and Facilities Committee at the January 22, 2016 Board of Regents meeting.

Thank you for your consideration and support of the request.

Sincerely,

John Nixon
Senior Chief Administrative and Financial Officer

Cc: Michael G. Perez, University of Utah
       Rich Amon, USHE

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Ambulatory Care Complex and Orthopaedic Center Series 2016 Revenue Bond Issues

Issue

The University of Utah requests authorization to issue General Revenue Bonds up to $125,000,000 for an Ambulatory Care Complex and up to $12,000,000 for expansion of the Orthopaedic Center. Both projects were previously authorized by the Utah State Legislature. The University anticipates bonding for the Orthopaedic Center immediately in the General Revenue Bond Series 2016A and anticipates bonding for the Ambulatory Care facility later in 2016.

Background

The Utah State Legislature authorized bonding for the Ambulatory Care Complex in the 2010 General Session. The project will be the first phase of the Medical Education and Discovery Complex and will house clinics, outpatient surgery, and support services. The project is anticipated to be 220,000 square feet and will likely be issued in the third or fourth quarter of 2016. The University requests this approval now in order to give them the flexibility to issue debt while interest rates are still favorable.

The Legislature authorized bonding for the Orthopaedic Center in the 2012 General Session. The addition will add approximately 24,000 gross square feet to the current facility including twelve exam rooms and ancillary spaces. The University anticipates bonding for the Orthopaedic Center immediately in the Series 2016A bonds that will also include the Orson Spencer Hall project approved for issuance in the July 2015 meeting.

The relevant parameters of the requested issue are:

- Principal amount not to exceed $137,000,000 including costs of issuance and capitalized interest
- Interest rate not to exceed 6%
- Discount from par not to exceed 2%
- Final maturity not to exceed 35 years from the date of issue

The following documents are attached for additional information and review:

- A copy of the request letter from the University of Utah to proceed with bonding for the Ambulatory Care Complex and the Orthopaedic Center addition.
- A draft of the Approving Resolution for up to $125,000,000 for an Ambulatory Care Complex and up to $12,000,000 for expansion of the Orthopaedic Center.
- A financing summary from the University's financial advisor for the Series 2016A bonds which will include up to $12,000,000 for the Orthopaedic Center expansion as well as the Orson Spencer Hall project approved by the Board in July 2015. (A financing summary for the $125,000,000 Ambulatory Care Complex will be provided to the Board at a future meeting closer to when the bonds will be issued).

Representatives from the University, Bond Counsel, and the Financial Advisor will be in attendance to provide additional information and answer questions from the Board.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends approval of the proposed Authorizing Resolution for issuance of General Revenue Bonds to finance the construction of the Ambulatory Care Complex and the Orthopaedic Center.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/RPA
Attachments

John E. Nixon, CPA
Senior Chief Administrative Officer and Chief Financial Officer

201 South Presidents Circle, Room 208 • Salt Lake City, Utah 84112-9013 • 801-585-0806

December 17, 2015

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

Dear Commissioner Buhler:

The purpose of this letter is to inform you of the University of Utah's plans to submit a resolution (the "Resolution") to the State Board of Regents of the State of Utah (the "Regents" or the "Board"), to be considered during its January 2016 meeting at the University of Utah, for the issuance of General Revenue Bonds on behalf of the University of Utah (the "University") for the financing of the development of the Ambulatory Care Complex (ACC) and the expansion of the Orthopaedic Center.

Details of these issues are as follows:

Authorization to Bond up to $125,000,000 (providing a net project cost not to exceed $113,161,128) associated with the Ambulatory Care Complex Project - The Ambulatory Care Complex Project will be the first phase of the Medical Education and Discovery Complex and will facilitate the eventual decanting of the current School of Medicine. It will be 6 stories above grade and 2 basement levels. The new building will house clinics, outpatient surgery suites, faculty offices, a loading dock for the medical center, and support services. It is currently envisioned at 220,000 GSF.

The University, pursuant to Section 63B-19-102(5), received bonding authorization for this project during the 2010 Legislative Session of up to $119,541,000 for project costs, together with other amounts necessary to pay costs of issuance, capitalized interest, and fund any debt service reserve requirements, if necessary. The University has previously bonded for a net project amount of $6,389,732, thus leaving a remaining available to be bonded of $113,161,128. The timing of the bond issuance is uncertain, but is expected during 2016.

The University requires sufficient market pricing flexibility to allow for an original issue discount environment. This could potentially, although not likely, increase the par value of the total debt by several million dollars.

The University desires to receive the bonding approval now to give it the flexibility to issue debt while interest rates are still favorable. The University is working with its Financial Advisor to determine the best time to issue the debt.

Authorization to Bond up to $12,000,000 (providing a net project cost not to exceed $9,580,000) associated with the expansion of the Orthopaedic Center – Resulting from high patient demand, the University of Utah Orthopaedic Center will construct a 3 level 24,000 GSF addition to its current facility. Twelve exam rooms with radiology support, nurses' station and other ancillary spaces will be constructed along with office, conference and education spaces for faculty and students, respectively.

The University, pursuant to Section 63B-21-102(1), received bonding authorization for this project during the 2012 Legislative Session of up to $9,580,000 for project costs, together with other amounts necessary to pay costs of issuance, capitalized interest, and fund any debt service reserve requirements, if necessary.

The University requires sufficient market pricing flexibility to allow for an original issue discount environment. This could potentially, although not likely, increase the par value of the total debt by several million dollars. The University expects to be bonding for the Orthopaedic Center in the first quarter of 2016.

Please feel free to call me should you or others have questions about the details of this funding request.

Sincerely,

John E. Nixon
Sr. Chief Administrative Officer & CFO

cc: David W. Pershing, President
        Richard P. Amon
        Arnold B. Combe
        Kelly Murdock
        Blake Wade
        Robert Muir

APPROVING RESOLUTION
UNIVERSITY OF UTAH
GENERAL REVENUE BONDS

Salt Lake City, Utah

January 22, 2016

The State Board of Regents of the State of Utah (the "Board") met in regular session (including by electronic means) at the University of Utah in Salt Lake City, Utah on January 22, 2016, commencing at 9:00 a.m. The following members were present:

Daniel W. Campbell	Chair
France A. Davis	Vice Chair
Jesselie B. Anderson	Member
Nina Barnes	Member
Bailey Bowthorpe	Student Regent
Leslie Castle*	Member
Wilford W. Clyde	Member
Marlin K. Jensen	Member
Patricia Jones	Member
Steven Lund	Member
Robert S. Marquardt	Member
Steve Moore**	Member
Jefferson Moss*	Member
Robert W. Prince	Member
Harris H. Simmons	Member
Mark R. Stoddard	Member
Teresa L. Theurer	Member
Joyce P. Valdez	Member
John H. Zenger	Member

Absent:

Also Present:

David L. Buhler	Commissioner of Higher Education
Loreen Olney	Secretary

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*   Non-voting member from State Board of Education
**   Non-voting member from Utah College of Applied Technology

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah University of Utah General Revenue Bonds.

The following resolution was introduced in written form and after full discussion, pursuant to motion made by Regent _____ and seconded by Regent _____, was adopted by the following vote:

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF
ITS UNIVERSITY OF UTAH GENERAL REVENUE BONDS, IN THE
AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED
$137,000,000; AUTHORIZING THE EXECUTION OF
SUPPLEMENTAL INDENTURES, BOND PURCHASE
AGREEMENTS, OFFICIAL STATEMENTS, AND OTHER
DOCUMENTS REQUIRED IN CONNECTION THEREWITH;
AUTHORIZING THE TAKING OF ALL OTHER ACTIONS
NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS
CONTEMPLATED BY THIS RESOLUTION; AND RELATED
MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the "Board") is
established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated
1953, as amended (the "Utah Code"); and

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code, the
Board is authorized to act as the governing authority of University of Utah (the
"University") for the purpose of exercising the powers contained in Title 53B, Chapter
21, Utah Code (collectively, the "Act"); and

WHEREAS, pursuant to Section 63B-21-102(1) of the Utah Code, the Board is
authorized to issue bonds for the purpose of expanding the Orthopaedic Center (the
"Orthopaedic Project") in an amount not to exceed $9,580,000, together with other
amounts necessary to pay costs of issuance, to pay capitalized interest and fund any debt
service reserve requirements; and

WHEREAS, pursuant to Section 63B-19-102(5) of the Utah Code, the Board is
authorized to issue bonds for the purpose of constructing an Ambulatory Care Complex
(the "ACC Project" and collectively with the Orthopaedic Project, the "Projects") in an
amount not to exceed $119,541,000, together with other amounts necessary to pay costs
of issuance, to pay capitalized interest and fund any debt service reserve requirements;
and

WHEREAS, pursuant to a resolution of the Board adopted on May 18, 2012, and
a General Indenture of Trust dated as of July 1, 2013, between the Board and Wells Fargo
Bank, N.A., as trustee (the "Trustee"), as heretofore amended and supplemented (the
"General Indenture"), the Board, for and on behalf of the University, has previously
issued a portion of the bonds authorized by Utah Code Section 63B-19-102(5) in the
amount of $5,600,000 (providing a net project amount of $6,389,732); and

WHEREAS, the Board now desires to authorize the issuance of (i) the remainder
of the bonds authorized by 63B-19-102(5) of the Utah Code, in the amount of up to
$125,000,000 (providing a net project amount of not to exceed $113,161,268) for the

purpose of financing the ACC Project (including capitalized interest and costs of issuance) and (ii) the bonds authorized by 63B-21-102(1) of the Utah Code in the amount of up to $12,000,000 (providing a net amount of not to exceed $9,580,000 to finance the Orthopaedic Project (including capitalized interest and costs of issuance); and

WHEREAS, to accomplish the purposes set forth in the preceding recitals, the Board desires to authorize and approve the issuance and sale of its University of Utah General Revenue Bonds (with such additional or other title and/or series designation(s) as may be determined by the officers of the Board) in one or more series and to be issued from time to time (the "Bonds") in an aggregate principal amount of not to exceed $137,000,000 pursuant to the General Indenture and one or more Supplemental Indentures of Trust between the Board and the Trustee (each a "Supplemental Indenture" and collectively with the General Indenture, the "Indenture"); and

WHEREAS, the Bonds shall be payable solely from the University's revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the "Bond Purchase Agreement") to be entered into among the Board, the University and the underwriters or purchasers for the Bonds (the "Purchaser"), a form of a Preliminary Official Statement relating to the Bonds, in the event the Bonds are publicly sold (the "Preliminary Official Statement"), and a form of Supplemental Indenture; and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board, the authority to approve the interest rates, principal amount, terms, maturities, redemption features, and purchase prices at which the Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH, AS FOLLOWS:

Section 1.   All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

Section 2.   All actions heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Bonds are hereby ratified, approved and confirmed.

Section 3.   The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statements substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with

the offering and sale of the Bonds, in the event the Bonds are publicly sold. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President, Vice President for Administrative Services and/or Senior Chief Administrative Officer and Chief Financial Officer (the "Chief Financial Officer") of the University are hereby authorized to execute and deliver on behalf of the Board and the University final Official Statements in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize each Official Statement. The preparation, use and distribution of the Official Statements are also hereby authorized. The Board and the University may elect to privately place the Bonds with or without the use of an Official Statement.

Section 4. Supplemental Indentures in substantially the form presented to this meeting are in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board and the President, Vice President for Administrative Services and/or Chief Financial Officer of the University are hereby authorized to execute and deliver the Supplemental Indentures in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for financing the cost of the Projects (including capitalized interest and costs of issuance of the Bonds), the Board hereby authorizes the issuance of the Bonds, from time to time and in one or more series, in the aggregate principal amount of not to exceed $137,000,000. The Bonds shall mature on such date or dates, be subject to redemption, and bear interest at the rates as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah. The Bonds authorized herein may be issued at any time and from time to time, prior to January 22, 2018, with the option of the Board to extend this authorization in the future.

Section 6. The form, terms and provisions of the Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President, Vice President for Administrative Services and/or Chief Financial Officer of the University are hereby authorized to execute and seal by manual or facsimile signature the Bonds and to deliver the Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Bonds in accordance with the provisions of the Indenture.

Section 7.   The Bonds shall be sold to the Purchasers with a Purchaser's discount of not to exceed 0.60% of the face amount of the Bonds. Bond Purchase Agreements in substantially the form presented to this meeting are hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President, Vice President for Administrative Services and/or Chief Financial Officer of the University are hereby authorized to execute and deliver the Bond Purchase Agreements in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President, Vice President for Administrative Services and/or Chief Financial Officer of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the related Bond Purchase Agreement and Supplemental Indenture. In the event that the foregoing officers determine that all or any portion of the Bonds should be privately placed, the Bond Purchase Agreements and Supplemental Indentures may be modified to conform to the agreement with such Purchasers, including agreement to pay breakage fees, default rates, taxable rates and other similar provisions customary in such placements, provided that such obligations are limited to the sources provided under the Indenture.

Section 8.   The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President, Vice President for Administrative Services and/or Chief Financial Officer of the University are authorized to make any alterations, changes or additions to the Indenture, the Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement, or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States or to permit the private placement or public sale of the Bonds, to conform such documents to the terms established for the Bonds and to update such documents with current information and practices.

Section 9.   The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President, Vice President for Administrative Services and/or Chief Financial Officer of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates,

documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 10.   The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President, Vice President for Administrative Services and/or Chief Financial Officer of the University are hereby authorized to take all action necessary or reasonably required by the Indenture, the Preliminary Official Statement, the Official Statement, or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 11.   Upon their issuance, the Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture.   No provision of this Resolution, the Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument executed in connection with the issuance of the Bonds, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 12.   After the Bonds are delivered by the Trustee to or for the account of the Purchaser and upon receipt of payment therefor, this Resolution shall be and remain irrepealable until the principal of, premium, if any, and interest on the Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 13.   If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 14.   All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 15.   This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH THIS 22ND DAY OF JANUARY, 2016.

STATE BOARD OF REGENTS OF THE STATE OF UTAH

_____
Chair

ATTEST:

_____
Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and seconded, adjourned.

_____
                                                                  Chair

ATTEST:

_____
                    Secretary

STATE OF UTAH   )

                                  : ss.

COUNTY OF SALT LAKE   )

        I, Loreen Olney, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

        I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on January 22, 2016 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

        IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 22nd day of January, 2016.

                                            _____

                                                      Secretary

(SEAL)

STATE OF UTAH   )
                        : ss.
COUNTY OF SALT LAKE   )

     I, Loreen Olney, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

     (a)   in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the January 22, 2016 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as <u>Schedule 1</u> to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, on January ___, 2016, at least 24 hours prior to the convening of such meeting, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (http://pmn.utah.gov), at least 24 hours prior to the convening of such meeting; and (iii) provided at least 24 hours prior to the convening of such meeting, to the <u>Deseret News</u> and <u>The Salt Lake Tribune</u>, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, pursuant to their subscription to the Utah Public Notice Website (http://pmn.utah.gov), and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents;

     (b)   in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2015-2016 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during said years, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as <u>Schedule 2</u>, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah in November 2014; (ii) published on the Utah Public Notice Website (http://pmn.utah.gov) during the current calendar year, and (iii) provided to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents pursuant to its subscription to the Utah Public Notice Website (http://pmn.utah.gov); and

     (c)   the State Board of Regents has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as <u>Schedule 3</u>). In accordance with said Section and the aforementioned procedures, notice was given to each member of the State Board of Regents and to members of the public at least 24 hours before the meeting to allow members of the State Board of Regents and the public to participate in the meeting, including a

description of how they could be connected to the meeting. The State Board of Regents held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 22nd day of January, 2016.

_____
Secretary

(SEAL)

<u>SCHEDULE 1</u>

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ___)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ___)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE BONDS

Principal amount not to exceed	$137,000,000
Interest rate not to exceed	6.0%
Discount from par not to exceed	2.0%
Final maturity not to exceed	Thirty-Five (35) years from the date thereof

May be non-callable or callable at the option of University
as determined at the time of sale

FINANCING SUMMARY
For

$54,580,000*
State Board of Regents of the State of Utah
UNIVERSITY OF UTAH
General Revenue Bonds
Series 2016A

Purpose:

The purpose for the issuance of the Series 2016A Bonds is currently two-fold: 1) To finance a portion of the cost of reconstructing Orson Spencer Hall (the "OSH Project"), and 2) To finance a portion of the cost of expanding the Orthopaedic Center (the "Orthopaedic Project"). A portion of the bond proceeds will also pay costs of issuance associated with the Series 2016A Bonds including capitalized interest. As part of its ongoing surveillance program, the University is evaluating the refunding of certain 'Prior Lien Bonds' for savings purposes. Should sufficient net-present-value savings appear achievable, the University may include such refunding candidates as part of the Series 2016A issue.

Not-to-Exceed Par Amount:

$57 million (netting $45 million) for the OSH Project
$12 million (netting $9.58 million) for the Orthopaedic Project

Not-to-Exceed Maturity:

OSH Project: 25-years (Current planning anticipates no longer than a 12-year final maturity)
Orthopaedics Project: 35-years (Current planning anticipates 20-years after capitalized interest period)

Security:

The Series 2016A Bonds are payable from and secured by a General Revenue pledge which consists of substantially all of

	the income and revenues of the University authorized to be pledged.
Ratings:	'Aa1' and 'AA' ratings are expected to be reaffirmed by Moody's Investors Service and Standard and Poor's Corporation, respectively.

Method of Sale:	Negotiated public offering using the following underwrriters:
	    Morgan Stanley & Co: 70% Senior Manager
	    George K. Baum & Co: 30% Co-Manager

Bonds to be Refunded:	TBD
NPV Refunding Savings:	TBD
All-in True Interest Cost:	TBD
Sale Date:	February 2, 2016*
Closing Date:	March 8, 2016*
Principal Payment Dates:	August 1
Interest Payment Dates:	August 1 and February 1, commencing August 1, 2016
Interest Basis:	30/360
Optional Redemption:	May be non-callable or subject to redemption as determined at the time of sale.

Other Not-to-Exceed Parameters:

	Coupon:	6.00%
	Discount from Par:	2.00%

University Contacts:	Mr. Arnold Combe, Vice President for Administrative Services (801-581-6404)
	Mr. Robert Muir, Director of Treasury Services (801-585-5598)
	Mr. John Nixon, Sr. Chief Administrative Officer/CFO (801-585-0806)
Bond Counsel:	Mr. Blake Wade, Ballard Spahr LLP (801-531-3000)
Municipal Advisor:	Mr. Kelly Murdock, RBC Capital Markets (801-656-2928)

*Preliminary, subject to change

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L Buhler

SUBJECT: Dixie State University – Peer Institutions List

Background

The Office of the Commissioner (OCHE) reviews and where necessary, recommends revisions to – *Peer Institution Lists* for each USHE institution.

Board of Regent policy R508 provides guidelines for the creation and approval of peer institution groups for each USHE institution. Formally approved peer lists are used for various financial and statistical comparisons (Tab M of the annual USHE Data Book provides one such example). With the evolving nature of institutions, it is important to review the lists on occasion in order to assure that peer group members remain representative of the nature and mission of the USHE institution to which they are compared.

Utilizing the guidelines outlined in R508, Dixie State University (DSU) and OCHE have spent the past several months exploring updates to the Dixie State University Peer Institution List. In undertaking this endeavor, the services of the National Center for Higher Education Management Systems (NCHEMS) were employed. NCHEMS offers a Comparison Group Selection Service that is designed to aid in selecting groups of institutions with similar missions and demographic characteristics.

Issue

Peer set review generally takes place about once a decade, enabling some stability in peer set comparisons while also recognizing the need for currency and continuing comparability amongst the peer set members. Occasionally, the review interval occurs more quickly, when and as circumstances warrant. In the case of Dixie State University, the last review took place in 2010, and two significant circumstances warrant a review and new recommendations at this time.

When USHE peer sets were last updated, the DSU set included three Colorado institutions (Colorado State University-Pueblo, Fort Lewis College, & Mesa State University). Soon thereafter, the State of Colorado implemented an approach to funding higher education that resulted in Colorado financial data not being comparable to institutional data from any of the other 49 states. Accordingly, the Office of the Commissioner has not been able to include the three Colorado institutions in DSU's peer set whenever the comparison being made has been one of financial support. Importantly, OCHE has received a

THE
UNIVERSITY
OF UTAH   UtahStateUniversity   WEBER STATE
UNIVERSITY   SUU
SOUTHERN
UTAH
UNIVERSITY   SNOW COLLEGE   DSU
DIXIE STATE UNIVERSITY
ST. GEORGE, UTAH   UVU
UTAH VALLEY
UNIVERSITY   Salt Lake
Community
College

recommendation from both the Colorado Commissioner's Office and NCHEMS that due to the lack of comparability, the Colorado institutions be replaced in DSU's peer set.

The second circumstance supporting review of DSU's peer set at this time is that Dixie State continues to rapidly evolve as an institution. Within the past half dozen years, DSU has moved from a College to University status, it has grown substantially in the number of academic program offerings, and organizationally it has increased in both size and complexity. For instance, the number of academic program offerings alone has increased by 75% (& 130% at the Baccalaureate level) since the 2010 DSU peer set was created. In recognition of that growth, DSU's peer list needs some adjusting as to its makeup, in order to provide better benchmarks for comparative purposes.

<u>Commissioner's Recommendation</u>

<u>We recommend approval of the revised Peer Institution list for Dixie State University.</u>

_____
David L Buhler
Commissioner of Higher Education

DLB/GLS
Attachments

APPENDIX A

Dixie State University Peer Lists: 2010 (*Current*) & 2016 (*Proposed*)

2010 List	2016 List
Central Washington U Ellensburg, WA	**Austin Peay State U** Clarksville, TN
Clayton State U Morrow, GA	**CUNY Medgar Evers C** Brooklyn, NY
Colorado State U - Pueblo Pueblo, CO	**Missouri Southern State U** Joplin, MO
Fort Lewis C Durango, CO	**Missouri Western State U** St Joseph, MO
Humboldt State U Arcata, CA	**Montana State U - Billings** billings, MT
Macon State C Macon, GA	**Pennsylvania C of Technology** Williamsport, PA
Mesa State C Grand Junction, CO	**SUNY C of Technology - Canton** Canton, NY
Missouri Western State U St Joseph, MO	**Sonoma State U** Rohnert Park, CA
U of Arkansas - Fort Smith Fort Smith, AR	**Southern Oregon U** Ashland, OR
Farmingdale State C Farmingdale, NY	**U of Arkansas - Fort Smith** Fort Smith, AR
Dixie State U St George, UT	**Dixie State U** St George, UT

APPENDIX B - Dixie State University: New Academic Programs (*since 2010*)

	BS/BA	Art
	BS	Chemistry
	BS	Computer Science
	BS/BA	Criminal Justice
	BS/BA	Dance
	BS	Exercise Science
	BS	Finance
	BS/BA	History
	BIS	Individualized Studies
	BS/BA	Mathematics
	BS/BA	Mathematics Education
	BS	Physical Science Composite Teaching
	BA	Spanish
	BS/BA	Social Sciences Composite Teaching
	BS	Medical Laboratory Science
	BS/BA	Music Education
	BS/BA	Theatre
	AAS	General Technology
	AAS	Operations Management
	AAS	Medical Laboratory Science
	Certificate	Computer Forensics
	Certificate	eMarketing
	Certificate	Meidal Productions
	Certificate	Digital Forensics Basics

APPENDIX C - Dixie State University Proposed Peer Institution List

Institution	Location	Headcount Students	% Part-time Students	Full-time Faculty	SF Ratio	% Bachelors Programs	City Size	2010 Carnegie Classification
Austin Peay State U	Clarksville, Tennessee	10,399	31%	360	18	73%	City Mid-size	Master C&U
CUNY Medgar Rivers C	Brooklyn, New York	6,477	35%	178	25	54%	City Large	Baccalureate-Associate
MO Southern State U	Joplin, Missouri	5,616	26%	197	19	79%	City Small	Baccalureate-Diverse Fields
MO Western State U	St Joseph, Missouri	5,795	31%	194	17	88%	City Small	Baccalureate-Diverse Fields
Montana State U - Billings	Billings, Montana	4,969	32%	165	18	52%	city Mid-size	Master C&U
PA College of Technology	Williamsport, Pennsylvania	5,678	16%	290	17	35%	City Small	Baccalureate-Associate
SUNY C of Tech - Canton	Canton, New York	3,512	16%	131	19	37%	Town Remote	Baccalureate-Associate
Southern Oregon U	Ashland, Oregon	5,992	36%	209	18	84%	Suburb Mid-size	Master C&U
U of Arkansas - Ft Smith	Fort Smith, Arkansas	7,170	29%	238	18	52%	City Small	Baccalureate-Associate
Sonoma St University	Rohnert Park, California	9,120	12%	246	24	88%	Suburb Large	Master C&U
Dixie State University	St George, Utah	8,350	38%	177	23	57%	City Small	Baccalureate-Associate

UTAH SYSTEM OF
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State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: Dave Buhler, Commissioner

SUBJECT: Adoption of Policy R553, *Revenue-generating Activities*

Issue

A recent audit by the Legislative Auditor General recommended the Board of Regents establish a new policy governing revenue-generating activities.   Regent Policy R553, *Revenue-generating Activities* is a response to that recommendation. This policy will direct institutions to ensure certain revenue-generating activities will contribute a portion of those revenues toward the costs of operations and maintenance.

Background

The Legislative audit recommended:

We recommend that the Board of Regents establish a policy on revenue-generating activities in campus facilities that addresses the extent to which paid admission charges should contribute to facility O&M costs.

The Commissioner's staff worked with the institutions to develop a policy to address the auditors' recommendation. Regent Policy R553, *Revenue-generating Activities* defines what qualifies as a revenue-generating activity and exempts certain activities such as instructional programs or activities that are designated as a public service that supports the institution's mission.

The policy directs institutions that host revenue-generating activities or events to charge a fee to the event or activity sponsor that will contribute to the costs of physical plant operations and maintenance and other associated expenses.

The policy also instructs institutions to deposit those funds in the appropriate budget, to develop a schedule of fees, and to periodically audit revenue-generating activities for compliance with this policy.

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

Commissioner's Recommendation

The Commissioner recommends the Regents review the proposed policy and, if in agreement with the new policy, establish R553, *Revenue-generating Activities*, effective immediately.

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/GTL
Attachment

R553 – Revenue-generating Activities

R553-1. Purpose: To provide definitions and guidelines for categories of revenue-generating activities and events.

R553-2. References

2.1 Utah Code §53B-6-102 (Standardized Systems Prescribed by the Board)

2.2 Utah Code §53B-7-101(10) (Each Institution Handles Its Own Financial Affairs Under the General Supervision of the Board)

2.3 Policy and Procedures R550, Auxiliary Enterprises Operation and Accountability

R553-3. Definitions

3.1 **Revenue-generating Activities or Events:** "Revenue-generating activities or events," for purposes of this policy, are activities or events for which the respective institution charges or should charge an entry or rental fee for use of institutional facilities and amenities. Examples of revenue-generating events or activities include but are not limited to:

3.1.1 **Performances by Professional Entertainers:** Performance events that require entry fees that are not accounted for in Auxiliary Enterprises as defined in R550.

3.1.2 **Activities Serving Outside Parties:** Activities or events allowing non-institutional parties use of institutional facilities and amenities for a fee.

3.1.3 **Auxiliary Enterprises**: Auxiliary enterprises as defined in R550.

3.2 **Exempt Activities or Events:** The following activities and events are not considered "revenue-generating activities or events" for the purposes of this policy:

3.2.2 **Activities or Events that are Institutional Instructional Programs:** Activities or events that are associated with the institution's instructional programs.

3.2.3 **Activities or Events that Fulfill Public Service Roles and Support the Institution's Mission:** Activities or events that the institution's president has designated, in writing, as a public service that supports the institution's mission.

R553-4. Policy

4.1 **Contribution to Operations and Maintenance:** Institutions that host revenue-generating activities or events shall charge a fee to the event or activity sponsor that will contribute to the costs of physical plant operations and maintenance and other associated expenses. The institution shall deposit the portion of the fees that contribute to operations and maintenance costs into the physical plant operations budget from which the costs originated.

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[1] Approved January 22, 2016

4.2 **Schedule of Fees:** Institutions shall develop a schedule of appropriate fees charged for revenue-generating activities or events.

4.3 **Audits of Revenue-generating Activities or Events:** Institutions shall audit all revenue-generating activities or events and associated fees at suitable intervals, as determined by the institution's board of trustees. Each institution's audit director shall conduct the audit using either the resident auditors or the Regents' audit staff.

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: Dave Buhler, Commissioner

SUBJECT: Revision to policy, R535 *Reimbursed Overhead*

Issue

A recent audit by the Legislative Auditor General recommended the Board of Regents update Regent Policy R535, *Reimbursed Overhead* to provide greater detail and transparency in reporting and to direct more reimbursed overhead to significant operations and maintenance needs.

Background

The Legislative audit recommended:

We recommend that the Board of Regents revise its policy on reimbursed overhead funds to direct institutions to use those funds provided for infrastructure or O&M costs for those purposes if there is a significant need for additional funding in those areas. This could be accomplished through the adoption of a specific funding formula.

The Commissioner's staff worked with the institutions to develop revisions that address the auditor's concerns while preserving the institutions' autonomy and flexibility in determining the appropriate ways to distribute reimbursed overhead.

Revisions include:

Section 3.1 defines reimbursed overhead revenue for the purposes of the policy.

Section 4.2 clarifies that institutions must use research related reimbursed overhead revenues in support of research and related programs.

Staff removed section 3.2.1, which defined what qualifies as a "related program." The institutions are better suited to determine what qualifies as a "related program".

Staff removed section 3.2.2, which directed institutions to apply reimbursed overhead revenues to research and related programs in direct proportion to the amount of research related revenues collected. The section was confusing and is now unnecessary with the changes to section 4.2.

Staff included a new section—numbered as 4.2.1—that establishes a list of acceptable uses for reimbursed overhead revenue. As recommended by the auditor, using reimbursed overhead for significant operations and maintenance is featured prominently in this list, though it is not a required use. This list is not exhaustive, however, and institutions have the flexibility to add to it as they deem appropriate.

Section 4.3 includes edits that ensure a greater level of transparency and detail in how institutions report their reimbursed overhead revenues and distributions.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Regents review the proposed revisions and, if in agreement with the changes, approve the revisions to policy R535, *Reimbursed Overhead*, effective immediately.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/GTL
Attachments

UTAH SYSTEM OF
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R535-1. Purpose: To provide policy guidelines for institutional budgeting, accounting and reporting of reimbursed overhead revenues and expenditures.

R535-2. References

2.1.   Utah Code §53B-7-104 (Retention of Net Reimbursed Overhead Revenues)

R353-3. Definitions

3.1.   **Reimbursed Overhead Revenue:** Reimbursed overhead revenue is recovery from contracts or grants designated to reimburse the institution for associated overhead expenses.

R535-34. Policy

34.1.   **Not a Dedicated Credit**: Reimbursed overhead is not considered a dedicated credit.

34.2.   **Retained for Support of Research and Related Programs**: Institutions shall retain Aall research related reimbursed overhead recovery shall be retained by the institution for the support of research and related programs.

    3.2.1.   Related programs include expenditures for instruction, public service, necessary physical plant, and student, academic and institutional support.

    3.2.2.   Institutions shall apply reimbursed overhead to direct and indirect support of research programs in approximately the proportion of such funds earned on research contracts to total reimbursed overhead revenues.

    4.2.1   Suitable uses of reimbursed overhead funds in support of research include but are not limited to:
    - Costs of recruiting and retaining key researchers
    - Significant operations and maintenance costs that support research programs
    - Graduate student support
    - Funding for the development of new research initiatives
    - Direct support of specific research programs
    - General research support of entities critical to the research program
    - Facilities, student, academic, and institutional support
    - Cooperative extension programs as a means of extending research results to Utah citizens

34.3.   **Annual Report to the Board**: Each institution shall submit an annual report to the Board as part of the annual budget cycle in a format provided by the Office of the Commissioner. The report shall include an

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[1] Approved November 23, 1971, amended November 28, 1972, May 25, 1973, October 20, 1976, July 1, 1980, April 21, 1981, March 16, 1982 and May 24, 1991, when both R535 and R536 were replaced.

accounting of all reimbursed overhead ~~revenues~~ recovery received during the ~~most recently completed fiscal year.~~ previous fiscal year. The institution shall report ~~shall~~ ~~also include~~ a detailed accounting of how it distributed ~~the expenditures of such~~ the funds, specifically identifying the separate uses of reimbursed overhead funds for direct and indirect research support and other related programs. ~~In addition to the reporting of~~ The institutions shall report actual ~~revenues~~ reimbursements and expenditures for the prior fiscal year, and budgeted ~~revenues~~ reimbursements, and expenditures for the following fiscal year. ~~, and planned revenues and expenditures for the following fiscal year shall be reported.~~

~~3~~4.4.   **Reporting to the Legislature**: The Office of the Commissioner shall provide the report outlined in Section 3.3 ~~shall be provided~~ to the Legislature~~,~~ through the Office of the Legislative Fiscal Analyst.

~~3~~4.5.   **Accounting Standards**: In accounting for reimbursed overhead, each institution shall comply with financial accounting and reporting standards as outlined in the "NACUBO Accounting Manual for Higher Education."

UTAH SYSTEM OF
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R535-1. Purpose: To provide policy guidelines for institutional budgeting, accounting and reporting of reimbursed overhead revenues and expenditures.

R535-2. References

> **2.1.** Utah Code §53B-7-104 (Retention of Net Reimbursed Overhead Revenues)

R535-3. Definitions

> **3.1** **Reimbursed Overhead Revenue:** Reimbursed overhead revenue is recovery from contracts or grants designated to reimburse the institution for associated overhead expenses.

R535-4. Policy

> **4.1.** **Not a Dedicated Credit**: Reimbursed overhead is not considered a dedicated credit.
>
> **4.2.** **Retained for Support of Research and Related Programs**: Institutions shall retain all research related reimbursed overhead recovery for the support of research and related programs.
>
> > **4.2.1** Suitable uses of reimbursed overhead funds in support of research include but are not limited to:
> > - Costs of recruiting and retaining key researchers
> > - Significant operations and maintenance costs that support research programs
> > - Graduate student support
> > - Funding for the development of new research initiatives
> > - Direct support of specific research programs
> > - General research support of entities critical to the research program
> > - Facilities, student, academic, and institutional support
> > - Cooperative extension programs as a means of extending research results to Utah citizens
>
> **4.3.** **Annual Report to the Board**: Each institution shall submit an annual report to the Board of Regents as part of the annual budget cycle in a format provided by the Office of the Commissioner. The report shall include an accounting of all reimbursed overhead recovery received during the previous fiscal year. The institution shall report a detailed accounting of how it distributed the funds, specifically identifying the separate uses of reimbursed overhead funds for direct and indirect research support and other related programs. The institutions shall report actual reimbursements and expenditures for the prior fiscal year, and budgeted reimbursements and expenditures for the following fiscal year.
>
> **4.4.** **Reporting to the Legislature**: The Office of the Commissioner shall provide the report outlined in Section 3.3 to the Legislature through the Office of the Legislative Fiscal Analyst.

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[1] Approved November 23, 1971, amended November 28, 1972, May 25, 1973, October 20, 1976, July 1, 1980, April 21, 1981, March 16, 1982 and May 24, 1991, when both R535 and R536 were replaced.

4.5.   **Accounting Standards**: In accounting for reimbursed overhead, each institution shall comply with financial accounting and reporting standards as outlined in the "NACUBO Accounting Manual for Higher Education."

UTAH SYSTEM OF
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State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 13, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2016-2017 Access & Affordability Initiatives

Background

To increase the number of Utahns who access higher education, particularly low-income and underserved communities, it's essential to keep up with increases in enrollment growth to have the necessary capacity (such as course sections, faculty, support services, information technology, etc.) without unduly relying on tuition. Ensuring college is accessible and affordable is a top priority for Utah as a young, rapidly growing state. The requested amount of $9,205,100 is based on the average cost by course level and by institutional type (research universities, regional universities, and community colleges), using the most recent cost study with adjustments for enrollment changes and appropriations (amount to be updated February 2016).

Issue

Each institution has assessed their campus needs and developed initiatives in support of the access and affordability budget request. The initiatives include; 1) additional course sections; 2) increasing information technology capacity; 3) enhancing student support programs; 4) retention and completion efforts; 5) mathematics support; and 5) financial assistance. The attachment provides detailed descriptions, rationale, outcomes, assessment, and budgetary plans by institution, and 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 2016-2017 Access & Affordability Initiatives.

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS
Attachment

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

UTAH SYSTEM OF HIGHER EDUCATION 2016-2017 OPERATING BUDGET REQUEST

Access & Affordability Initiatives   Total: $9,205,100

To increase the number of Utahns who access higher education, particularly low-income and underserved communities, it is essential to keep up with increases in enrollment growth to have the necessary capacity (such as course sections, faculty, support services, information technology, etc.) without unduly relying on tuition. Ensuring college is accessible and affordable is a top priority for Utah as a young, rapidly growing state. The requested amount of $9,205,100 is based on the average cost by course level and by institutional type (research universities, regional universities, and community colleges), using the most recent cost study with adjustments for enrollment changes and appropriations (amount to be updated February 2016).

<u>UNIVERSITY OF UTAH</u>   <u>$1,884,700</u>

Student Support for Access, Retention and Completion $1,300,000

Description – The University will use these funds to focus on recruiting, admitting, and supporting undergraduate students through to graduation. This will include support for advisors, student services programs such as financial aid, orientation and student outreach. Strategic scheduling and focus on increasing access to bottleneck and high demand classes will also receive funding.

Rationale – The University is committed to providing a rigorous and quality education at a very high research institution at a reasonable cost for Utah students.

Outcomes – Students successfully engaged and completing degrees prepared for pursuing quality advanced education and careers that will benefit both the students and the State of Utah.

Assessment – Tracking students progression through their undergraduate degrees by measuring progress in classwork and engaged experiences on campus and in the community. Primary measurement will be on retention and completion.

Budgetary Plan –	Salaries, Wages & Benefits	$1,000,000
	Operating Expense	$ 300,000
	Total	$1,300,000

Technology Support for Academics $584,700

Description – Implement and sustain strategic technology and systems to provide a more seamless experience for students throughout their education at the University.

Rationale – Efficient and automated processes can increase the student experience. We are focused on automating the registration and billing process providing a portal for student information and a single bill. This will help students more easily manage logistics and finances

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and discuss with parents when necessary. We believe this will result in more time to focus on academics and campus life and help ensure completion.

Outcomes – Students spend less time registering and figuring out costs for each semester.

Assessment – Completion of portal and single bill and positive approval from students.

Budgetary Plan –
Salaries, Wages & Benefits	$150,000
Operating Expense	$434,700
Total	$584,700

UTAH STATE UNIVERSITY $3,513,800

Addressing Bottlenecks in High Demand Programs $1,600,000

Description – Instruction remains one of the most significant elements of the University's mission. Ongoing funding received through this initiative will be used to add new full-time faculty and teaching assistants across the eight USU academic colleges in order to address instructional bottlenecks in high demand classes and programs. Specifically, additional sections will be added in general education breadth and depth courses taken by all students, as well as required "major" courses in degree programs that have dramatically increasing enrollments.

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

Outcomes – Programs receiving 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 $1,600,000

Student Retention and Progress to Graduation $1,387,000

Description – The University is experiencing significant enrollment increases which are placing ever-increasing pressure on student-based services such as academic and career advisement, first-year orientation, tutoring and early-alert intervention. These types of services are essential for timely and efficient progress of students through their course of study. In

addition, retention of high-risk students, particularly those classified as "first-gen," can be significantly improved through frequent interactions with advisors and program staff. Funding under this initiative will allow expansion of several services that are known to influence successful completion of a college degree.

Rationale – Increasing access to services and resources such as advisement, tutoring and remediation will significantly improve student academic success. Retention and time to graduation will also be improved.

Outcomes – Additional advisors and student services personnel will be added in order to accommodate enrollment increases. Students will have access to the types of help and assistance they need when they need it. Early-alert tools will identify those students who could benefit from intervention, tutoring and/or remediation. Enhanced career and academic advisement will ensure students are pursuing the degree options that are in their best interests and are enrolled in classes that will result in a timely completion.

Assessment – Number of advisors and program staff hired, student retention rate, number of student credit hours per semester.

Budgetary Plan – Salaries, Wages & Benefits $1,100,000
                    Operating Expenses $ 287,000
                    Total $1,387,000

Expanding Support for Veterans and Mental Health Services $243,300

Description – Because the demand for services for veterans and mental health programs is increasing year to year, funding from this initiative will be used to hire additional staff in the University offices that provide these service. Currently, over 700 veterans are enrolled on the Logan Campus and nearly 500 of these students utilize the Veterans Resource Office (VRO) as they take advantage of their GI benefits and request academic and social support. The number of veterans studying at the USU Regional Campuses is also growing steadily and these regional campus students are straining the resources located in Logan. Additional staff in the VRO would ensure that quality service is available to all veteran students regardless of their location in the USU system. The demand by USU students for mental health services has exploded over the past few years. Various strategies are being explored to mitigate the impact of greater demand, such as supplementing face-to-face services with online support in certain situations. However, face-to-face interactions with mental health professionals continues to be the primary service for critical cases.

Rationale – Presently, the VRO is understaffed and, therefore, unable to fully meet the system-wide needs of this important student population. Using funds from this initiative, another full-time Program Coordinator will be added to the Veterans Resource Office. Similarly, demands for mental health services exceed the resources and personnel currently available to students. Additional staff in the Student Health and Wellness Center and the Counseling and

Psychological Services (CAPS) office will enhance the services that are available to students regardless of their location in the USU system.

Outcomes – Student veterans require targeted support to effectively transition from military life to civilian/student life. In addition, veterans often need help maneuvering through the processes and regulations associated with their GI benefits. Additional support for student veterans will increase the likelihood that this important student population will remain in good academic standing, leading to improved retention and completion rates. Additionally, the university is committed to providing mental health services to all students in the USU multi-campus system. Improvements in student health directly correlates to increased persistence and degree completion.

Assessment – For veterans programs: number of program staff hired, number of students served, improved academic standing and retention rates for student veterans who utilized VRO services compared to those who do not. For mental health services: number of program staff hired, number of students served, waitlist for services, number of available on-line services.

Budgetary Plan –   Salaries, Wages & Benefits $243,000

Increasing Information Technology Capacity $283,500

Description – Information technology (IT) services are central for all University processes and procedures. Utah State University is committed to an IT infrastructure that enhances its ability to perform and serve its students, faculty and staff. As enrollment grows and student expectations of their IT services and processes increase, the support for University technology must keep pace. Students who utilize and learn from the latest technology are appropriately trained for the current career market.

Maintaining and improving technology systems is a tremendous challenge for any university. At Utah State University, the demand and volume of software development, systems, and tools used in teaching, research, and outreach has outpaced its resources. Additionally, the competition for IT talent along the "silicon slopes" of the state of Utah is at an all-time high.

Rationale – The USU Information Technology unit has experienced a surge in new systems and projects while still being responsible for maintaining and improving the technology and services it already offers. Each new University IT project requires staff assigned not only to the development and implementation of the system but, also, there is ongoing maintenance necessary to secure and operate the systems. In most circumstances, these new projects are not replacing existing systems but are in addition to technology that is supported and maintained by IT personnel. Additionally, new technology systems implemented at college or department levels require assistance and integration with University IT systems and data.

Outcomes – Additional IT positions hired with funding from this initiative will support multiple functions, areas, software, and hardware platforms across the University. In addition, more skilled personnel will be available to maintain the growing number of critical systems and services already in place and respond to new programs and demands.

Assessment – Number of staff hired, response time on service requests, number and timeliness of software development, number and timeliness of system and hardware installations.

Budgetary Plan –   Salaries, Wages & Benefits $283,500

WEBER STATE UNIVERSITY $846,400

Quantitative Literacy Outreach $25,000

Description - Outreach event to current and prospective WSU students who have not completed Quantitative Literacy and who currently are not enrolled in Math. There are over 5,000 students enrolled at WSU who meet this description.

Our vision for this event would be (a) email/phone all WSU students and applicants to WSU who are NOT taking math currently and invite them to this day retreat, (b) create activities and experiences that day that help students see math in a different light, and (c) equip students with knowledge of the quantitative literacy pathways.

Rationale – Students who have not been successful in Math delay enrollment in Math. This delay: 1) increases the challenges they confront when they eventually enroll in Math; 2) increases the number of semesters they spend at WSU, thereby increasing their cost of education; 3) decreases their chances of graduating in a timely manner.

Outcomes – Increased enrollment in appropriate Math sections by students not formerly enrolled in Math. The successful completion of math courses, leading to successful completion of the QL requirement.

Assessment – Number of students attending Event; number of students enrolling in and completing appropriate level math classes.

Budgetary Plan –   Salaries, Wages & Benefits $15,000
                     Operating Expense $10,000
                     Total $25,000

A Summer Math Refresher Program Modeled after UVU's Successful Program $12,000

Description – From UVU's website: "The Math Refresher Workshops are primarily designed for students who have been away from mathematics for two or more years. The two-year break generally disqualifies students from "counting" their previous course as meeting the prerequisite for a more advanced course. But Math Refresher registration, together with a C or better in the prerequisite course(s), can be used as temporary placement in the more advanced course." We initially would offer refresher courses in Math 950 and Math 1010.

Rationale – These short workshops (3-4 days in length) allow students to access appropriate level course work, thereby saving tuition dollars.

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Outcomes – A greater number of students will enroll in appropriately challenging classes without having to "repeat" a full semester of coursework relearning materials that are not immediately fresh.

Assessment – Data on course enrollment patterns, presumably showing greater numbers of students qualified for higher level math classes. Success of these students in those classes.

Budgetary Plan – Salaries, Wages & Benefits $12,000

Data Tracking Software to Provide Timely Interventions by Advisors and Faculty when students start to flounder $162,110

Description – WSU has partially implemented a home-grown alert system known as EARS (Early Alert Referral System). This system has been geared primarily for use by advisors, and has not been implemented campus-wide. We would like to take the leap into a much more comprehensive alert system, so that faculty and staff would be able to identify and immediately contact a student who seems to be struggling, either because of poor attendance, declining assignment or quiz grades, etc.

Currently, Ellucian is offering a software package called Pilot, which would interface with Canvas. We would like to explore the Pilot option, as well as a few other student data tracking systems, that might be implemented campus-wide.

In addition to the software, we request a half-time staff member to assume responsibility for implementing the system, advertising it to faculty and staff, tracking its success.

Rationale – It is much less expensive for the institution to offer support and thereby retain an already-enrolled student than it is to attract completely new students. On the student's side, it is much less expensive to correct study behaviors or attendance practices with the help of an "intrusive advisor" than to flounder and fail a course, then have to repeat it.

Outcomes – Increased completion rates; more timely completion rates; tuition savings; support of "at risk" students.

Assessment – Tracking the performance of students who have been contacted via the Data Tracking system: have they successfully completed the semester? Successfully moved toward graduation? How many interventions have occurred as a result of data tracking?

Budgetary Plan –   Salaries, Wages & Benefits $ 20,000
                     Operating Expense $142,110
                     Total $162,110

FAFSA Completion $35,000

Description – These funds will be used to provide additional support services for high school seniors to attend intentional programs around financial aid application completion. In addition, support will be provided for current students to increase FAFSA completion.

Rationale – Services will be a collaborative effort across campus to provide workshops for the campus, schools and community in an effort to increase FAFSA completion.

Outcomes – Increased FAFSA completion by WSU students as well as an increase in the number of students receiving Pell grants.

Assessment – Will track FAFSA completion rates by attendees at workshops and other events; Overall number of completed FAFSA applications will increase.

Budgetary Plan –   Workshop Funding $35,000

Underrepresented Student Access and Transition Initiatives $99,000

Description – These initiatives align directly with USHE's goal to "increase the number of Utahns who decide to access, are prepared for, and succeed in higher education." They focus on active outreach to historically underrepresented students, including those who are first generation and economically disadvantaged, to prepare them for college and help them successfully apply for, transition to, and graduate from WSU. These funds will be used for programming efforts to provide support, referrals, guidance and encouragement to students and their parents/families. Components of this request include college advocates and tutors working in the high schools, transition programming and mentoring for students, large scale events like the annual Latinos in Action Conference and the Multicultural Youth Conference, and family engagement programs.

Rationale – The Ogden area continues to diversify; however, the enrollment of underrepresented students at Weber State University still has room for improvement. We have a continuing need for advocates and tutors in the high schools as our targeted demographic increases, as well as a need for effective programs that intentionally transition students from outreach programs into the retention programs provided at WSU.

Outcomes – Increased number of students receiving mentoring/tutoring; increased underrepresented student enrollment at WSU; increased retention and completion rates of students from underrepresented groups; and increased knowledge and engagement of parents and family members, particularly those of first generation college students.

Assessment – College participation rates, learning outcomes, surveys, focus groups, interviews, and retention of parents and students involved in workshops, outreach events, transition programs, tutoring, peer mentoring, and family programming.

Budgetary Plan –	Transition Support Programs	$44,000
	Access and Outreach Tutors and Advocates	$20,000
	Family Engagement Workshops	$15,000
	Multicultural Youth Leadership/Latinos in Action	<u>$20,000</u>
	Total	$99,000

Transition Programming for Incoming Students $12,000

Description – *Experience Weber* and *Late Night at Weber* are two programs that have been piloted with one-time funds and were deemed to be successful. *Late Night at Weber* is an event providing students the opportunity to get connected and meet their peers the Friday evening before fall classes begin, and *Experience Weber* is an overnight adventure program that aims to provide opportunities for students to gather more information about Weber State from their peers and advisors in a teamwork oriented environment.

Rationale – Orientation programs provide students an excellent opportunity for students to register for classes and meet with an advisor. The Experience Weber and Late Night programming complement the university summer orientation by providing students with an additional meaningful experience before classes begin to foster a stronger connection to WSU.

Outcomes – Students will feel connected to Weber State University thus leading to greater level of involvement on campus, which research has demonstrated leads to increased retention rates.

Assessment – Track students attending the events to determine (1) the level to which students remain engaged on campus and (2) their first to second year retention rates.

Budgetary Plan –	Late Night at Weber	$5,000
	Experience Weber	<u>$7,000</u>
	Total	$12,000

Wildcat Scholars Program $480,000

Description – In an effort to increase access and graduation, this intentional scholarship program will support first generation and economically disadvantaged students, and other cohorts of interest.

The program will directly address items in the USHE strategic plan such as having students take math during their first year, participate in high impact activities, connect with tutoring and peer mentoring, and complete a degree map with their advisor. Other components of the program include scholarships for students who enroll in a certain number of hours per semester and other incentives such as book scholarships.

Rationale – Weber State has conducted research both quantitatively and qualitatively to examine ways to improve institutional graduation rates.   In this process, we have identified key variables that both increase and decrease the odds of students graduating in a timely manner.

The Wildcat Scholars Program includes both our institutional based research as well as program models implemented across the nation.

Outcomes – The intended outcomes for students include increased retention from semester to semester; a greater overall sense of belonging; and increased graduation rates.

Assessment – We will assess the program through surveying and conducting focus groups with program participants and through tracking retention and graduation rates of students.

Budgetary Plan –	Scholarships	$400,000 ($2,000 for two years -100 students)
	Wages	$35,000
	Operating Expenses	$45,000
	Total	$480,000

Money Management Center/Financial Literacy Program $21,290

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 –   Wages & Operating Expenses $21,290

SOUTHERN STATE UNIVERSITY $811,900

Math Support $423,635

Description – Increase student completion rates and reduce time to graduation by assisting students to succeed in required mathematics courses. This initiative will add faculty and peer tutors in a more robust math support center.

Rationale – A significant number of students fail to successfully work through their math requirements driving up their educational costs and discouraging them from persisting to

completion or pursuing STEM majors. The cost to individual students will be reduced as they succeed at faster rates and graduate on time.

Outcomes – Students will graduate at higher rates and more efficiently.

Assessment – Track the number of students who successfully complete their required general education math course within the first year.

Budgetary Plan –   Salaries, Wages & Benefits $423,635

STEM Program Courses $388,265

Description – Increase the number of science and mathematics bottleneck courses offered by hiring new faculty members in Biology, Chemistry, Computer Science and Informational Systems and Mathematics.

Rationale – One of the key impediments for students at SUU to persist to completion, and graduate on time, is being able to register for key general education classes in STEM.

Outcomes – Students will graduate at higher rates and more efficiently.

Assessment – Monitor graduation rates in STEM and other fields.

Budgetary Plan –   Salaries, Wages & Benefits $388,265

SNOW COLLEGE $419,700

Access, Retention, and Completion Support $105,000

Description – Snow College will provide additional mental health counseling services to its students on both the Ephraim and Richfield campuses to reduce the amount of delay of providing follow-up counseling to students. The College would hire one additional full-time counselor to serve the Ephraim campus as well as one part-time counselor to serve the Richfield campus.

Rationale – The Student Wellness Office provides support to students regarding their emotional well-being. Helping the students with their emotional well-being allows the students a better chance to stay in school and complete their degree/certificate on time. Also, the students on the Richfield campus do not currently have frequent access to a counselor as there are no dedicated wellness staff assigned to the Richfield campus.

Outcomes – By increasing the number of staff in the Student Wellness Office, we believe we can improve retention, as well as reduce time to completion, as this would allow the College to provide timelier counseling services to students. This would provide a better opportunity for students to stay in school and complete their degrees/certificates on time.

Assessment – Reduce time to completion, improve student retention.

Budgetary Plan –   Salaries, Wages & Benefits $ 85,000
                     Operating Expense $ 20,000
                     Total $105,000

Affordable Student Progress toward Timely Completion $255,000

Description – Snow College will three full-time general education faculty and fund additional teaching on a semester-by-semester basis to handle course demand, specifically bottleneck courses. There will also be the development of eight week block courses in areas of high demand and where flexible scheduling will help students access courses they need.

Rationale – The College has struggled to provide enough general education courses to move students through in a timely manner. In the past, adjuncts have been hired to alleviate this problem. However, we prefer to hire full-time faculty as they are invested in the success of the students and they usually bring greater experience and knowledge to the classroom.

Outcomes – Additional full-time general education faculty will reduce the number of bottleneck courses and allow the students to move through and complete on time.

Assessment – Reduce time to completion, improve student retention.

Budgetary Plan –   Salaries, Wages & Benefits $240,000
                     Operating Expense $ 15,000
                     Total $105,000

Financial Aid Assistance $59,700

Description – Snow College will provide additional training, marketing, and other assistance in helping current and potential students sign up for financial aid. The College will focus on visiting high schools in our six-county service area and provide students with trainings and materials on how to fill out the FAFSA form. This focus will even include walking students through the form if needed.

Rationale – Utah has one of the lowest rates of students applying for financial aid, and Snow College is no exception to that norm. The percent of Snow College students applying for aid is lower than some of the other institutions in Utah. Many potential students choose not to attend college because they can't afford the costs of attendance.

Outcomes – Assisting potential and current students with applying for financial aid will allow more students to initially attend school and/or complete their degree/certificate.

Assessment – Improve access, affordability, and completion.

Budgetary Plan –	Salaries, Wages & Benefits	$30,000
	Operating Expense	$29,700
	Total	$59,700

DIXIE STATE UNIVERSITY $180,200

Student Success and Retention $180,200

Description – Over the past year, DSU has undertaken a comprehensive strategic planning process. One of the most immediate needs identified within the strategic plan is the enhancement of student success and retention efforts. Access & Affordability funding will provide key resources to support numerous new initiatives, including the following:

- A structured enrollment program to provide assistance with all aspects of college transition for new "at risk" students
- 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 contact struggling students
- Increased training and emphasis on 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

Several of these programs have already been launched on a trial basis with one-time funding. Access & Affordability funds will help enable the continuation of successful programs.

Rationale – DSU remains dedicated to its open access mission of providing personalized educational opportunities for students at all levels of academic preparedness. A positive first-year experience is particularly valuable in paving the way for continued success and 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	$150,200
	Operating Expense	$ 30,000
	Total	$180,200

Affordable Student Progress toward Timely Completion $1,014,498

Description – UVU has implemented degree maps for each of its programs and is more closely aligning course scheduling and offerings consistent with these maps. Course scheduling practices, processes, and systems are being revised to facilitate student progress. Additional faculty in certain disciplines are needed to ensure students are able to access courses according to these degree maps.

Rationale – When students are unable to enroll in key courses outlined on the degree maps, their program progress is delayed. Gaps in demand and capacity and the inability to recruit and retain sufficient qualified adjunct faculty create bottenecks in courses such as English, math, statistics, and discipline core courses. By implementing changes to course scheduling practices and by hiring additional faculty to respond to bottleneck courses, UVU can both improve student progress toward timely completion and more efficiently utilize its physical and technology infrastructure.

Outcomes – By employing sufficient numbers of salaried faculty and implementing course scheduling improvement (including expanding online sections), UVU will be better able to schedule courses to meet student degree maps for an increasing number of students and programs while constraining tuition increases.

Assessment – Reduce time to completion, improve student retention.

Budgetary Plan –	Salaries, Wages & Benefits	$ 974,498
	Operating Expense	$ 40,000
	Total	$1,014,498

Access, Retention & Completion Support for First-generation and Non-traditional Students $370,702

Description – Reflective of its mission, UVU will implement strategies, services, and incentives focused on first-generation and non-traditional students from admission through graduation. The objectives of this initiative are to 1) assist entering first-generation students, 2) retain first-generation and non-traditional students at-risk of stopping out, and 3) reenroll non-traditional students who stopped out after substantially completing program requirements.

Rationale – UVU's service region has the largest percent of 25 and older community members with some college and no degree. Further, 76 percent of UVU students are employed with 56 percent employed 30 or more hours per week, 41 percent of UVU students are 25 or older, and 36 percent of UVU students are first generation. These demographics reflect UVU's fulfillment of its open admission mission, its commitment to affordable access, and additional need for outreach to adults needing to complete their education. Unlike institutions which serve primarily traditional, 18-22 year old students living primarily on campus, UVU must provide programs and services across a broad range of students as well as opportunities to students to complete their education while balancing family and work commitments.

Outcomes – Implementation of strategies from UVU's First-Generation Student Completion Initiative including programs and services to support and guide first-generation and other non-traditional students from admission through completion. Expanded efforts to engage early with students who may stop out of their academic programs to encourage and provide support for completion. Outreach to former students who had substantially completed program requirements combined with innovative programs/services to support degree completion.

Assessment – Improved retention and completion rates for non-traditional and first generation students. Reduced number of students stopping out of programs. Increased number of program completions for students who had previously stopped out.

Budgetary Plan –

	Salaries, Wages & Benefits	$295,302
	Operating Expense	$ 75,400
	Total	$370,702

SALT LAKE COMMUNITY COLLEGE $163,200

PACE/Future Growth $163,200

Description – PACE (Partnerships for Accessing College Education) is a college access and scholarship program created to increase college participation rates for low-income, first generation and underrepresented high school students. The Project was created through a partnership between local high schools, businesses, and Salt Lake Community College (SLCC). Eligible high school freshman at participating schools are invited to enroll in the four-year program that provides resources, support systems, career exploration opportunities, and parent college knowledge information to ensure that high school students graduate from high school ready to succeed in college. Student who successfully complete the program in high school are awarded a two-year scholarship to Salt Lake Community College. The SLCC scholarships are funded through our business partners.

Rationale – Currently, operational expenses for PACE are being covered through the generosity of SLCC Foundation donors. However, the SLCC Foundation has indicated that operational expenses (staffing, supplies, programming, etc.) for PACE no longer aligns with our donor's wishes. Therefore, the College must absorb its current operating expenses, as well as operating expenses for future growth into two (2) additional high schools.

Outcomes – 1) 60% of PACE students will graduate from high school and enroll at SLCC; 2) 70% of PACE freshmen at SLCC will persist from freshmen to sophomore year; and 3) 50% of PACE students will graduate from SLCC with an Associate degree within two years.

Assessment – SLCC with the cooperation of the high schools maintains an extensive database monitoring student progress. Student grades, attendance, course taking patterns, and student and parent participation in PACE activities are monitored. We can track high school graduation rates, SLCC student persistence rates and SLCC graduation rates in the

database and compare those rates to non-participating peers in the high school and at Salt Lake Community College.

Budgetary Plan –   Salaries, Wages & Benefits $113,200
                     Operating Expense $ 50,000
                     Total $163,200

State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2016-2017 Market Demand Programs Initiatives

Background

The Utah System of Higher Education is the primary provider of talent for Utah's workforce and economy. This includes short-term skill training for a certificate, associate degree, baccalaureate, and graduate programs. The Market Demand portion of the Board of Regents' budget request for 2016-17 is intended to further enable USHE institutions to meet the educational needs of the marketplace.

In the most recent year, Utah's two Research I universities – the University of Utah (UU) and Utah State University (USU), generated over $650 million in outside dollars for research. Recognizing the value to Utah's economy from the work conducted by the graduate programs at the state's Research 1 institutions, in 2015 the Legislature funded $4 million in on-going funds of a $10 million request to enhance the graduate missions of these two institutions.

To help provide sufficiently trained workers at a variety of levels and professional and occupational areas, the Board of Regents is requesting $10 million - $6 million for the UU and USU to complete the graduate program initiative partially funded in 2015 (with $3.6 million to the UU and $2.4 million to USU), and $4 million for the regional universities and community colleges to help meet critical market demands. (For the six non-research institutions the amounts are allocated by formula, based 50% on their share of USHE FTE students and 50% on their share of state tax funds.)

Issue

Each institution has assessed their campus needs and developed initiatives in support of the market demand budget request. The initiatives include; 1) professional and graduate program support in high demand areas; 2) research support; 3) new STEM programs; 4) health sciences program support; and 5) computer science and information technology support. The attachment provides detailed descriptions, rationale, outcomes, assessment, and budgetary plans by institution, and 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 2016-2017 Market Demand Programs Initiatives.

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS
Attachment

Market Demand Program Initiatives   **Total: $10,000,000**

Utah's economy is greatly benefitted from the work conducted by the graduate programs at the state's two Research I universities – the University of Utah (U of U) and Utah State University (USU), including receipt of over $400 million in outside dollars for research endeavors annually. In 2015 the Legislature funded $4 million on-going of a $10 million request to enhance the graduate missions of these two institutions. The Board of Regents is requesting $10 million - $6 million for the U of U and USU to complete the graduate program initiative partially funded in 2015 (with $3.6 million to the U of U and $2.4 million to USU), and $4 million for the regional universities and community colleges to help meet critical market demands (allocated by formula, based 50% on their share of USHE FTE students and 50% on their share of state tax funds).

UNIVERSITY OF UTAH $3,600,000 (36.00%)

Professional & Graduate Program Growth – High Demand Areas $1,500,000

Description – The University of Utah educates many of the students who receive advanced professional and graduate degrees in fields, which are in high demand by Utah businesses and industries. At the present time we cannot meet the demand for admission to many of these programs. The primary purpose of this funding is to allow the University to hire additional faculty to increase the number of students who can be admitted into fields like nursing and other health science fields, information systems, media arts, and other STEM fields.

Assessment – Success will be measured by recruitment of 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 $1,200,000
                     Operating Expense $ 300,000
                     Total $1,500,000

Research Excellence $1,250,000

Description – Funding will also be used to recruit and retain faculty in departments where we have PhD/Research programs that are of strategic importance to Utah's future. As Utah's only university currently classified as a very high research institution, 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.

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 $1,000,000
                     Operating Expense $ 250,000
                     Total $1,250,000

Graduate Program Expansion and Support $500,000

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.

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 $500,000

Research Information and Database – Library $250,000

Description – Ready access to scientific databases and research publications is critical to the success of faculty and graduate students. As libraries transform the way they provide access to information, there is a need to upgrade equipment as well as to support subscriptions to online databases.

Assessment – Success will be evaluated by upgraded tools for accessing information as well as increased use by faculty and graduate students.

Budgetary Plan –   Operating Expense $250,000

Research Systems Support – Core Facilities $100,000

Description – The University of Utah offers a number of core facilities that provide advanced technologies and equipment to researchers. The goal of cores is to make technology and expertise available to all faculty members and students. This allows institutional funds to be used efficiently across the research mission. Funding for support personnel, including directors with advanced training, will enhance the effectiveness of core services and operations.

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Assessment – Success will be measured by increased usage of core facilities by research faculty and students.

Budgetary Plan –   Salary, Wages & Benefits $100,000

<u>UTAH STATE UNIVERSITY</u>   <u>$2,400,000 (24.00%)</u>

Background — *HigherEdUtah2020* suggests that by 2020, in Utah alone, an additional 28,000 individuals with graduate degrees will be needed in the workforce. Indeed, the Commission on the Future of Graduate Education in the United States estimates that the "number of jobs that require graduate degrees is expected to grow by 2.5 million between 2008 and 2018," with an 18% increase in those requiring doctorates and a 17% increase in those requiring master's degrees. This demand, coupled with the fact that 2015 was a second consecutive record year for research productivity at Utah State University, means that the optimal time for investment is now. Utah State University is in a unique position to foster and to benefit from the expansion of graduate training. USU is making extraordinary advances in research, yet the degree-seeking graduate enrollment is currently at 10% of the university total. <u>*USU's level of 10% is far below that of our peer institutions, and that of the University of Utah, which sit typically at 20+%.*</u> Expanding the scope and bolstering the quality of our graduate programs will enhance the status of Utah State University, build the reputations of our departments and colleges, and contribute to an exceptionally well-trained Utah workforce. Core initiatives for this investment are as follows:

New Faculty Lines to Expand Graduate Education $1,500,000

Description – Funding will be used to recruit and hire world-class faculty who will be directly tied to demand-driven graduate programs and will result in growth in the number and quality of graduate student applications and graduate student enrollment. Prioritization of hires in targeted areas will be done after careful consultation with external stakeholders, including outside advisory boards and the USU Board of Trustees. With several new graduate programs actively under development, this funding will provide a catalyst for growth across several of Utah's high priority areas.

Examples of these programs include, but are not limited to:

- **Food Science MS & PhD programs**. With a burgeoning world population, food corporations the world over are anxious to hire master's and PhD graduates in food science. USU's department of Nutrition, Dietetics and Food Sciences delivers graduates ready for hire, and virtually all food science graduates are employed upon graduation. Median salary for master's and PhD graduates working in the field is $92,000 and $105,000, respectively. Thirty-eight percent of graduates are employed in the food/beverage-manufacturing sector, and 22% are employed in the food ingredient-manufacturing sector.

- **Master of Human Resources Professional program**. Average demand for human

resources professionals is higher than the national job growth average for all other professions. Salaries in this growing field are highly competitive; according to the 2014-15 *Occupational Outlook Handbook* from the U.S. Bureau of Labor Statistics (BLS), the median national annual salary for a human resources manager is $99,720. The BLS reports that HR job opportunities should be best in the management of companies and enterprises. USU's Master of Human Resources trains students in management skills and in attracting and developing a productive workforce in today's competitive business environment

- **Master of Public Health Professional program (new).** Healthcare in the U.S. is a major industry, with a growing need to provide quality services to an aging population. Associates for Public Health Education estimates 250,000 more public health workers will be needed by 2020. USU is designing and implementing a new Master's of Public Health degree to meet the demand of this expanding industry. Average salary for MPH graduates in the industry is $68,000 per year. Possible positions of employment may include health services administration, biostatistics, epidemiology, health education, environmental health, clinical research, and many others.

- **Aerospace Engineering PhD (new).** A major shift occurred in the field of aerospace engineering when the U.S. government moved toward commercial space services for most near-earth projects, and a large number of industry companies, such as Lockheed Martin, Boeing and ATK, began hiring engineers, most with graduate degrees. U.S. Bureau of Labor Statistics projects a minimal growth of 7% by 2022, with significant expansion in aligned industries. According to Career Cornerstone, aerospace engineers with PhDs are being offered starting salaries above $73,000. To meet this demand, USU has launched new PhD degree program that will allow students to specialize in the design, development, testing, and maintenance of both commercial and military aircraft, spacecrafts and their components, as well as satellites and missiles.

Assessment – Increased graduate student applications, enrollments, number of graduates in high priority, demand-driven areas. Increased numbers of faculty supporting graduate students on extramural funding.

Expanding and Enhancing Graduate Student Education   **$650,000**

(1) Expansion of the Graduate Research Training Programs for PhD and MS Degrees $488,500

Description – Graduate students are a critical part of a university's engine of innovation. In research-based degree programs, this workforce is limited by the number of competitive assistantships that are available to recruit and support outstanding students. Funds will be used to recruit the best students, to create nationally competitive graduate assistantships that include both research and teaching expectations, and to expand efforts to link STEM training with other fields. A primary focus of this funding will be to increase the number of students in USU's Presidential Doctoral Research Fellowship program, the X-STEM Assistantship program, and the RGS Assistantship program.

- **Presidential Doctoral Research Fellowships ($220,000).** The PDRF program provides elite-quality doctoral students with four full years of support, including tuition, as well as unmatched access to USU resources and assistance, from intensive grant-writing workshops to meet-and-greets with deans and administration. To be eligible, college-selected students must be doctoral candidates, score above the 70th percentile on the GRE exam, and have a cumulative GPA greater than 3.5.

- **X-STEM Masters Assistantships ($112,500).** These assistantships provide funding for master's students in three "non-STEM" USU colleges: Caine College of the Arts, Jon M. Huntsman School of Business, and the College of Humanities and Social Sciences. These disciplines offer approaches, tools, and perspectives that are different from those typically applied in STEM disciplines, and which provide critical context for STEM-based knowledge. College-selected candidates for X-STEM assistantships help to address this gap in knowledge by fostering cross-disciplinary exploration and learning between STEM and non-STEM experts, with great benefit to all participants.

- **RGS Assistantships ($156,000).** A primary focus of this funding will be to increase the number of PhD and Master of Science research (thesis MS)   degrees across the campus. As part of our commitment to the full breath of graduate training, each assistantship will require a semester in support of the teaching mission of the university, as needed. Candidates will be selected from faculty-submitted proposals in trans-disciplinary efforts such as cross-college partnerships.

Assessment – Increased number of applications, higher quality applicants. Increased enrollment and number of graduate degrees awarded.

(2) **Graduate Dissertation Enhancement Awards $90,000**

Description - Graduate Dissertation Enhancement funding provides opportunity for PhD students to augment their dissertation research. This program, which is modeled after an existing NSF best practice, cannot serve as the primary source of funding for a dissertation, but instead should support a clearly defined activity that will enhance an existing body of research that comprises the core of the dissertation.

Assessment – Reduced average time to award for doctoral degrees. Increased collaboration among STEM and non-STEM researchers, evidenced by co-authored presentations and peer-reviewed publications. Increased number of publicly available datasets and publications created by graduate students.

(3) **Graduate Dissertation Fellowships $71,500**

Description - Completion of the dissertation can be a serious challenge for students who are working to support themselves or a family. Graduate Dissertation Fellowships relieve outstanding doctoral students from some part of their teaching or research obligations in order to provide them additional time to draft, revise, and complete their dissertations and

enter the professional workplace for which they are trained. Candidates will be selected from departmental nominations.

Assessment – Reduced average time to award for doctoral degrees.

Research Library Support $250,000

Description - The USU Merrill-Cazier Library plays a lead role in training graduate students to access research data. Graduate training is also strongly based on broad access to online published resources, as well as specialized archived resources. The university is increasingly stretched to meet these many obligations.

Assessment – Increased number of publicly available datasets and publications created by graduate students. Broadening of access to digitally accessible journals and other resources Ensuring institutional compliance with federal requirements for public access to research publications and data created by graduate students.

WEBER STATE UNIVERSITY $871,800 (8.72%)

Additional Faculty Members in Computer Science $150,000

Description – Data from the third week of Fall semester 2015 indicate that WSU's Computer Science Department has 1,220 majors. The department employs 15 faculty members, resulting in a faculty/student ratio of 81.33 to one.

Rationale – Given the demand for courses in this area—and the high market demand for graduates in the area—faculty are pushed into teaching overload. ABET accreditors and program reviewers have expressed concern about the faculty/student ratio and have encouraged the institution to hire more faculty in CS.

Outcomes – A greater number of faculty members will decrease the need for faculty overload teaching, will ensure that students have greater access to faculty, will allow faculty to engage in teaching and research necessary to sustain a department that offers both BS and MS degrees, and will bolster yet further WSU's capacity to provide well-educated employees in this high-demand area. In 2011, Utah's Department of Workforce Services determined a projected jump in CS employment of 27% between 2012 and 2018; projected graduation rates are not going to keep up with this demand. At the national level, The United States Bureau of Labor Statistics projects a growth rate in total computer-related jobs of 15% between 2012 and 2022.

Assessment – Comparative number of graduates pre and post-hiring; comparative evaluation of graduation rates; comparative analysis of post-graduate employment options; comparative salary figures for recent graduates.

Budgetary Plan –   Salaries, Wages & Benefits $150,000 (2 faculty at $75k each)

Additional Faculty Member in Radiologic Science Department $90,000

Description – Additional Faculty Member in Radiologic Science, 11 month line.

Rationale – This faculty member would assist the department in meeting the needs of outreach to rural communities and help in creating pathways for BS and MS students. Such pathways will result in a greater number of publications, graduating students, and enhance the department's ability to produce appropriately-credentialed graduates to meet market demand. The Bureau of Labor Statistics predicts employment growth of about 21 percent between 2012 and 2022 for this profession, and 41,500 new positions will need to be filled.

Outcomes – A greater number of faculty members will decrease the need for faculty overload teaching, will ensure that students have greater access to faculty, will allow faculty to engage in teaching and research necessary to sustain a department that offers both BS and MS degrees, and will bolster yet further WSU's capacity to provide well-educated employees in this high-demand area.

Assessment – Comparative number of graduates pre and post-hiring; comparative analysis of post-graduate employment options; comparative salary figures for recent graduates

Budgetary Plan –   Salaries, Wages & Benefits $90,000

Four new STEM (Science, Technology, Engineering, Math) Education Faculty and a Support Staff Member for the Center for Science and Math Education $384,120

Description – New faculty members will include two math educators, one life-science educator, and one engineering/technology educator. Supplementary salary will be needed to bring a part-time support staff member to full-time. This staff member facilitates the work of these faculty and of the Center for Science and Math Education.

Rationale – Data on Utah's college-level math preparedness are grim. In 2008, only 34% of Utah high school graduates entering in-state colleges and universities were ready to take college-level mathematics courses. Students who enroll in developmental or remedial math are less likely to complete degrees than those who are prepared to enroll, upon admission, in college-level math.

College-level math provides the foundation for many STEM degrees—degrees listed as highly desirable and highly marketable in the state of Utah. If we are going to improve college completion rates and provide tomorrow's workforce, we need to make drastic changes in how we teach math and science in elementary and secondary schools. In other words, at the university level we need to do a better job preparing future teachers of science, math, and technology. The addition of STEM education faculty to the College of Science allows us to initiate this process, a process that ultimately will result in more effective elementary and secondary teachers, better-educated college students, and better-prepared employees for tomorrow's careers and professions.

Note: Utah currently confronts a shortage of elementary and secondary school teachers. That shortage is predicted to get worse in coming years, especially in the critical areas of science and math.

Outcomes – Additional math educators will not only allow us to improve math education in regional districts, but also can help improve developmental math at WSU while decreasing the long-term need for that program by improving math success among K-12 students. WSU also lacks sufficient expertise in life-science education and in the growing fields of engineering/technology education. We aim to develop a core of STEM education expertise at an appropriate scale to make a difference in our region.

Assessment – Comparative data (pre-hire/post-hire) on number of graduating students prepared to teach STEM courses in public schools; number of graduates receiving teaching positions; general improvement in ACT math scores and performance in college-level math courses in the Weber/Davis region.

Budgetary Plan –	Salaries, Wages & Benefits	$360,000 (4 faculty at $90k each)
	Salary Supplement for Staff	$24,120
	Total	$384,120

New Faculty Member in Supply Chain Management $180,000

Description – A new faculty member in SCM would allow us to address enrollment bottlenecks currently affecting at least two courses. Eliminating the bottlenecks will increase our 6-year graduation efficiency, thereby allowing us to produce highly-employable graduates in this area.

Rationale – SCM is a high-demand occupation. Over the past four years, SCM graduates have averaged three job offers each with salaries ranging from $50,000 - $62,000. Demand continues to grow. In addition, SCM is creating a Center for Supply Chain Excellence that will provide students the opportunity to work on real company problems, connecting students and employers and most likely leading to more and better placements upon graduation.

Outcomes – Increased number of majors; increased enrollment in SCM classes by non-majors; increased number of internships in SCM; increased national recognition for the SCM program and Goddard School; restructuring of current Concurrent Enrollment SCM course.

Assessment – Comparative data on number of majors, SCH's, internships and placements in SCM.

Budgetary Plan –   Salaries, Wages & Benefits $180,000

New Faculty Member in American Sign Language (ASL) $67,680

Description – A new faculty member in ASL would allow us to move from offering an associate's degree in ASL to offering a bachelor's degree (required to sit for the National Interpreting Certification exam).

Rationale – There is considerable interest in the study of ASL and plentiful employment for those with ASL degrees. A feasibility study completed in 2012 indicated student demand for a BA degree in ASL. A more recent survey, conducted in preparation for WSU's AA degree in ASL, indicates even greater interest. The Davis Applied Technology College's recent decision to phase out their program by 2017 will leave northern Utah without an ASL interpreting program. The U.S. Bureau of Labor Statistics forecasts that the demand for interpreters will grow faster than average because there is a short of qualified specialists.

Outcomes – Increased number of majors; increased enrollment in ASL classes by non-majors; increased number of graduates; increased number of alums working in the ASL field.

Assessment – Comparative data on number of majors, SCH's, graduates, employment.

Budgetary Plan –   Salaries, Wages & Benefits $67,680

SOUTHERN STATE UNIVERSITY $366,100 (3.66%)

Business Courses $366,100

Description – Increase the number of course offerings in high demand business programs through hiring additional accounting, finance and communication faculty. Fuel entrepreneurship and business development in rural Utah.

Rationale – Employers are demanding more graduates in finance, economics, and accounting fields than we are able to produce. This is also a key component to our rural economic development.

Outcomes – Increased number of graduates in the described business fields.

Assessment – Track number of students graduating in applicable majors and their time to completion.

Budgetary Plan –   Salaries, Wages & Benefits $366,100

SNOW COLLEGE $230,900 (2.31%)

Composite Manufacturing $67,000

Description – The College would purchase additional manufacturing equipment including a laser cutting table, an autoclave, and a better refrigeration system to provide students in our area an opportunity for training on machines that are industry standard.

Rationale – We are interested in providing a composite manufacturing program for students on our Richfield campus. There is an aeronautics manufacturers in our six-county service area

who are in desperate need of workers who have been trained in composite manufacturing. We have purchased some basic equipment, but we are in need of additional equipment to train the students on machines that are industry standard.

Outcomes – The College will create a composite manufacturing program and train students on industry standard equipment to help provide students with jobs in our six-county service area.

Assessment – Meet market demands of local six-county service area.

Budgetary Plan –   Equipment $67,000

Attract and Prepare Students for Market Demand Programs $163,900

Description – Snow College will continue to expand its current market demand efforts as well as the creation of new market demand efforts as needs arise.

Snow College has an excellent K16 Alliance program and works closely with our six-county service area on preparation for STEM and other market demand programs. Visits are made to local schools and outreach programs have and will be created to encourage applications to college and preparing for careers in STEM and other high demand programs.

Market demand programs require math proficiency and we would like to increase our efforts (training and conferences) in working with local math teachers in sharing best practices for teaching students and preparing them for College.

While there has been a national emphasis on STEM preparation, a growing concern from higher education, employers, and government is the need for students to develop "soft skills"— attributes of judgment, ethics, keen communications skills, leadership, and other interpersonal skills. These elements require a sound General Education program that is deliberate in its attempts to focus on big questions, integrative learning, problem solving and written and oral communication. We are developing a foundations course that will be required of all students that focuses on these characteristics of liberal education.

We are creating new biology courses to fulfill the life sciences requirement and to introduce students to the excitement and wonder of science. The courses will focus on particular specializations of biology that are designed to attract students to science that go beyond the usual general biology, anatomy and human biology courses.

We just completed a study looking at our allied health programs and are finding ways that we can offer more spots for students in our RN program.

We have expended business offerings to match the needs of our six-county area, including programs in agribusiness, rural business and entrepreneurship, and we are adding entrepreneurship components to programs in communications and computer science.

Rationale – The College would like to expand its current market demand efforts as well as explore new efforts to attract and prepare students for market demand programs.

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Outcomes – Expanded efforts on current market demand initiatives as well as exploration of new market demand efforts.

Assessment – Attract and prepare students for market demand programs.

Budgetary Plan – Salaries, Wages & Benefits $110,000
                    Operating Expense $ 53,900
                    Total $163,900

DIXIE STATE UNIVERSITY $346,600 (3.47%)

New Academic Programs $346,600

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. Funding for Market Demand Programs will greatly assist with the effort to hire the necessary faculty to launch 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 undergraduate programs in health promotion, sociology, bioinformatics, digital film, earth and environmental science, information systems management, and sport and recreation management. The committee has also identified possible graduate program opportunities in education, technology entrepreneurship, and psychology.

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 $346,600

UTAH VALLEY UNIVERSITY $1,157,600 (11.58%)

Associate of Science Nursing Cohort Expansion $116,909

Description – Increase Associate of Science in Nursing cohort to produce more ASN graduates.

Rationale – Population growth and demographic changes are fueling local healthcare organization expansion increasing demand for nursing graduates. To respond to this increasing demand, UVU proposes increasing the size of its ASN cohort by 20 students. To support this increased cohort, additional adjunct faculty are needed to support clinical experiences in hospitals and clinics. The addition of a laboratory lecturer for human physiology labs will help relieve bottlenecks and improve consistency in pre-Nursing courses.

Outcomes – Increased number of ASN majors and graduates.

Assessment – Increased number of ASN majors and graduates.

Budgetary Plan –	Salaries, Wages & Benefits	$115,909
	Operating Expense	$ 1,000
	Total	$116,909

Computer Science/Information Systems Technology Programs $546,151

Description – Provide appropriate faculty, staff, and equipment support for high student and industry demand programs in computer science and information systems technology programs.

Rationale – Student demand for computer science and information systems technology programs has increased over 40 percent in the past three years reflecting the region's growing high tech company expansion. In some cases, industry has hired "bootcamp" programmers but are now interested in UVU providing coursework to these employees to help move them beyond the basics to obtain their Associate's and Bachelor's degrees. Graduates in these programs earn high salaries and meet key workforce needs in the region and state.

Outcomes – Hiring of tenure track faculty, academic advisors, and support staff to meet traditional student enrollment demands, reduce bottleneck courses, improve student completion, and provide course delivery for employees of industry partners.

Assessment – Increased number of majors and graduates in these programs.

Budgetary Plan –	Salaries, Wages & Benefits	$482,651
	Operating Expense	$ 63,500
	Total	$546,151

Engineering and Related Programs $494,540

Description – UVU continues to expand existing and develop new engineering and related programs in response to the engineering shortage in Utah.

Rationale – UVU's service region is experiencing explosive growth in an already robust high technology sector. Industry leaders and advisory boards are concerned with the capacity of USHE to meet this demand. UVU is working closely with industry partners to identify their workforce needs from trained technicians to baccalaureate-trained engineers. Surveys of

UVU's pre-engineering students (now over 400 majors) indicate that these students would stay at UVU and finish their degrees if more four-year engineering programs were offered. Graduates in these programs earn high salaries and meet key workforce needs in the region and state.

Outcomes – Hiring of tenure track faculty and support staff to meet student enrollment demands and provide course delivery for employees of industry partners.

Assessment – Increased number of majors and graduates in these programs.

Budgetary Plan –   Salaries, Wages & Benefits $444,040
                     Operating Expense $ 50,500
                     Total $494,540

SALT LAKE COMMUNITY COLLEGE $1,027,000 (10.27%)

Respiratory Therapy Technician Certificate of Completion and AAS Program $220,000

Description – Funding is needed to create a Respiratory Therapy Program. There is a current shortage for respiratory therapy technicians in the Salt Lake County service area. Based upon extensive discussion with major health care providers regarding immediate and long-term workforce needs, SLCC intends to develop a Respiratory Therapy Associates Degree Program to provide trained technicians in this high-demand area.

Rationale – Over twenty hospitals and 18 homecare companies compete to hire Respiratory graduates each year in the Salt Lake area. Only 40 students graduate from Weber State University each year. There is only one other school offering a respiratory therapy program, and they are under probation for the third year in a row. As of June 2015 there were 44 open positions in the valley and 30 more expected by the end of the year.

The Salt Lake Valley needs a feeder school that can continue to graduate qualified students ready for hire. An opportunity lies for the college to provide a competent Respiratory School in the Salt Lake area. In the Intermountain Healthcare System alone, there are 426 total RTs. Of the 426, 149 (35%) are in the Central Region which includes: Intermountain Medical Center, Alta View, The Orthopedic Specialty Hospital, Riverton, and LDS hospital. Adding in Primary Children's and Park City hospital, it increases this number to 224 (53%) RT's total. There are 20 Respiratory Therapists planning to retire in the Central Region in the next two years. With turnover and retirement, Intermountain alone could hire half of the proposed graduating cohort each year.

Clinical lab space for Health Science programs are at critical premium levels during the day. Accrediting bodies require designated lab space for a Respiratory Therapy Program. The college intends to create a unique niche for the Respiratory Program by offering an evening program. This would allow the Program to utilize the Nursing Arts Lab, which is used during the day, and provide the required the space needed for accreditation. Faculty office space is available in the Jordan Health Science building.

Outcomes – 1st year Develop Program, Receive approval from College Curriculum Committee, Apply for Accreditation. Once approvals obtained start marketing program, hire faculty. educate student services. 2nd year—Admit cohort up to 25 students. 3rd –year and ongoing—Continue with program and anticipate up to 25 graduates in the 4th year.

Assessment – Program will be assessed in like manner to other School of Health Sciences programs through a national accreditation.

Budgetary Plan – Salaries, Wages & Benefits $160,000
                     Operating Expense $ 60,000
                     Total $220,000

Hospital Management AAS Program $210,000

Description – The AAS Hospitality Management program is intended to meet this high market demand area. It will be designed to help incumbent workers gain the knowledge and skills necessary to move into higher-level management positions, thereby increasing their earning power. In addition, the program will be attractive to those interested in entering the hospitality management industry. To address the broad skill range that incoming students may bring, the program will be designed with theoretical foundations of critical aspects of hospitality management and will include industry-embedded learning opportunities in the form of job shadowing, cooperative work placements, and internships. The program will have a capstone requirement where students will work directly with industry partners.

Rationale – Hospitality Management is a high market demand area in Northern Utah. In 2014 there were 16,795 jobs including food service management, lodging management, meeting, convention and event planning, supervisors in food preparation and serving, and hotel, motel, and resort desk clerks. There were 944 openings in these occupations in 2014. These occupations have an average hourly wage of $14.59 with the salary range from $9.99 (hotel, motel, and resort desk clerks) to $17.46 for lodging management positions. The following table shows the detail for each of the occupations.

Description	2014 Jobs	2024 Jobs	Increase in Jobs	% Change	Avg. Hourly	Annual Openings
Food Service Managers	3,794	4,637	843	22%	15.38	162
Lodging Managers	1,180	1,246	66	6%	17.46	57
Meeting, Convention, Event Planners	1,581	2,195	614	39%	21.66	88
First-line supervisors of Food Preparation and Serving Workers	7,314	9,052	1,738	24%	14.07	416
Hotel, Motel and Resort Clerks	2,925	3,551	626	21%	9.89	221
Total	16,795	20,680	3,887			944

Outcomes –

- Establish partnerships with at least 6 businesses in the SLCC service area where students can engage in job shadowing, cooperative work placements, and internships. Partnerships will be established in the following sectors
- 2 large-scale catering operations (Cuisine Unlimited, Utah Food Services)
- 2 major hotels (Grand America, Little America)
- 2 major resorts (Park City Mountain Resort, Deer Valley Resort)
- Develop partnerships with local business who support employee education so that a minimum of 50 incumbent workers enroll in the program each year.
- Involve representatives from the hospitality industry to participate in the Program Advisory Committee
- Deliver courses through online, on-ground, and hybrid delivery modes

Assessment –

- At least 10 students will have an embedded learning experience with one of the industry partners.
- At least 20 students will complete the program by the end of the 2017-18 academic year.
- The number of students who complete an embedded learning experience (job shadow, cooperative work experience, internship) will increase each year.
- Of the students who graduate from the program, within 6 months of graduation, 75% will be employed in a hospitality-related occupation.

Budgetary Plan –

Salaries, Wages & Benefits	$160,000
Operating Expense	$ 50,000
Total	$210,000

IT Boot Camps Program $597,000

Description – SLCC intends to build capacity to effectively and efficiently provide IT coding bootcamps for adults and outreach opportunities for middle- and high-school students. This would expand and sustain efforts of the current Utah Cluster Acceleration Partnership (IT) consortium grant to close skill gaps in critical IT coding job sector.

Overall Program Model Design:

- Pathway development (basic—advanced BootCamps)
- Student (talent) engagement strategy
- Employer/talent matchmaking
- Outcome metrics and evaluation tracking dashboard (placement and retention in Utah companies)

Instructional Re-Design/Focus for Post-Secondary Bootcamps:

- Readiness assessment
- Basic coding
- Programming mastery

- Frontend applications
- JAVA and JAVA-related
- HTML
- Css3.
- Backend applications
- Data stores and relational database
- Customized programming for career advancement
- Project Portfolio

Instructional Design/Delivery for Pipeline Bootcamps:

- Expansion of SLCC's *Bytes of Brilliance* program
- Outreach and delivery to targeted elementary and middle school officials in SLCC service area
- Expansion of current CTE programs housed in secondary high schools within SLCC service region

Rationale – Demand for short term training is critical in Utah. The UCAP model pilots a method for academic institutions to deliver responsive and market-demand IT bootcamp training in partnership with commercial vendors. This model maintains flexibility, adaptability and responsiveness to changing workforce needs. SLCC's Miller Campus is ideal to sustain the UCAP model inasmuch as it houses adequate space and infrastructure to administer and host IT bootcamps and to maintain the necessary relationships with IT trainers and companies in order to keep pace with workforce demands.shows the detail for each of the occupations.

Outcomes – Successful implementation should result in training opportunities for 100-200 students/year

Assessment – Boot camp effectiveness will be assessed via student placement as entry-level IT employees, industry surveys to assure instructional quality and relevance.

Budgetary Plan –

	Salaries, Wages & Benefits	$250,000
	Operating Expense	$347,000
	Total	$597,000

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Report on Institutional and Revenue Bonded Indebtedness

Issue

The USHE Annual Report on Institutional and Revenue Bonded Indebtedness, as required by Regent Policy R590, is attached for your information. The report summarizes all USHE revenue bonds that were outstanding on June 30, 2015. All outstanding bonds have been through the process of legislative authorization and Regent approval as required by state statutes and regent policies (please note that while legislative authorization is required prior to initial bond issuance, the Board of Regents is authorized to proceed with refunding of existing bonds without additional legislative action).

All bonds covered in the report are being retired on schedule with debt service requirements being met or exceeded in every case.

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 Report on Institutional and Revenue Bonded Indebtedness
Fiscal Year 2015

Institutional Bond System	Original Amount	Series	Purpose	Debt Service Coverage Requirement	Debt Service Coverage as of June 30, 2015	Maturity Date	Outstanding Balance as of June 30, 2015
University of Utah							
Auxiliary & Campus Facilities	$ 120,240,000	1998A	Student Housing (5 Facilities) and Refunding	1.00	2.76	2029	30,365,000
Auxiliary & Campus Facilities	23,515,000	2010A	Student Housing Refunding (1998A, 1999A, and 2001)	1.00	2.76	2020	750,000
Auxiliary & Campus Facilities	42,525,000	2010C	Honors Housing and Guest House Expansion (taxable)	1.00	2.76	2036	41,335,000
Auxiliary & Campus Facilities	46,235,000	2012A	Parking and Athletic Center	1.00	2.76	2030	34,370,000
Subtotal Auxiliary & Campus	*232,515,000*						*106,820,000*
Hospital Revenue	77,145,000	2006A	Hospital West Pavilion Expansion and Refunding (2001)	1.10	14.56	2021	12,220,000
Hospital Revenue	9,135,000	2009A	Neuropsychiatric Institute expansion (nontaxable)	1.10	14.56	2017	4,385,000
Hospital Revenue	41,785,000	2009B	Neuropsychiatric Institute expansion (taxable)	1.10	14.56	2031	41,785,000
Hospital Revenue	36,120,000	2010	Ambassador Building, Orthopaedic Center	1.10	14.56	2020	12,760,000
Hospital Revenue	20,145,000	2011A	Hospital Revenue Refunding (2008A)	1.10	14.56	2026	16,480,000
Hospital Revenue	66,480,000	2011B	South Jordan Health Center	1.10	14.56	2020	17,565,000
Subtotal Hospital Revenue	*250,810,000*						*105,195,000*
Research Facilities	9,360,000	2008A	Research Facilities Refunding (2007A)	2.50	13.28	2022	5,320,000
Research Facilities	19,080,000	2009A	USTAR Infrastructure (nontaxable)	2.50	13.28	2019	8,270,000
Research Facilities	27,730,000	2009B	USTAR Infrastructure (taxable)	2.50	13.28	2029	27,730,000
Subtotal Research Facilities	*56,170,000*						*41,320,000*
General Revenue	127,925,000	2013A	Law School, Student Life, Parking, Bball Training	N/A	31.36	2043	127,925,000
General Revenue	100,000,000	2013B	Commercial Paper Refunding of Hospital and ACFS	N/A	31.36	2043	60,000,000
General Revenue	32,785,000	2014A	Refunding of Hospital and Research Bonds	N/A	31.36	2027	32,785,000
General Revenue	76,200,000	2014B	Lassonde, Infrastructure, Refunding of Hospital Bonds	N/A	31.36	2038	76,200,000
General Revenue	45,330,000	2015A	MidValley Clinic, Refunding of Research and ACFS	N/A	31.36	2034	45,330,000
General Revenue	91,570,000	2015B	Parking, Infrastucture, Refunding of Hospital and ACFS	N/A	31.36	2035	91,570,000
Subtotal General Revenue	*473,810,000*						*433,810,000*
Certificates of Participation	42,450,000	2007	Central and Co-generation Plants and Refunding	N/A	N/A	2017	5,975,000
Certificates of Participation	10,050,000	2015	Certificates of Participation Refunding (2007)	N/A	N/A	2022	10,050,000
Subtotal Cert. of Participation	*52,500,000*						*16,025,000*
UU Total	**$ 1,065,805,000**						**$ 703,170,000**

Institutional Bond System	Original Amount	Series	Purpose	Debt Service Coverage Requirement	Debt Service Coverage as of June 30, 2015	Maturity Date	Outstanding Balance as of June 30, 2015
Utah State University							
Student Fee & Housing	$ 39,155,000	2007	Student Fee & Housing Refunding (2004)	1.1	2.21	2035	39,155,000
Research Revenue Bonds	705,000	2003A	Research Facilities	2.5	7.68	2016	68,000
Research Revenue Bonds	22,000,000	2009	Early Childhood and Early Care Ed. and Bingham Bldgs.	2.5	7.68	2031	18,550,000
Research Revenue Bonds	11,070,000	2010	Research Revenue Refunding (2009, 2003, 2002A)	2.5	7.68	2018	6,700,000
Subtotal Research Revenue	*33,775,000*						*25,318,000*
Student Building Fee Revenue	43,310,000	2013B	Life & Wellness Cntr. and Althletic Complex/Training	1.1	2.68	2044	43,310,000
Student Building Fee Revenue	8,405,000	2013	Student Bldg. Refunding (2004: Stadium, Fieldhouse)	1.1	2.68	2026	7,750,000
Subtotal Student Building	*51,715,000*						*51,060,000*
USU Total	**$ 124,645,000**						**$ 115,533,000**
Weber State University							
Student Facilities	$ 10,155,000	2007	Student Housing Refunding (2001A)	1.25	1.49	2031	8,910,000
Student Facilities	14,015,000	2010A	Student Housing	1.25	1.49	2040	13,270,000
Student Facilities	17,380,000	2012	Student Housing	1.25	1.49	2032	15,535,000
Student Facilities	18,135,000	2015	Refunding (2005: Student Union Building)	1.25	1.49	2030	18,135,000
WSU Total	**$ 59,685,000**						**$ 55,850,000**
Southern Utah University							
Auxiliary & Student Building Fee	$ 12,025,000	2008	Student Housing	1.15	1.47	2033	10,030,000
Auxiliary & Student Building Fee	8,285,000	2011	Student Housing	1.15	1.47	2023	7,160,000
SUU Total	**$ 20,310,000**						**$ 17,190,000**
Snow College							
Student Fee & Housing	$ 16,810,000	2011	Student Housing	1.1	1.25	2036	15,380,000
Snow Total	**$ 16,810,000**						**$ 15,380,000**
Dixie State University							
Lease Revenue	$ 5,195,000	2006	Refunding (1999A: Dixie Center)	N/A	N/A	2023	2,895,000
General Revenue	21,315,000	2015	Student Housing	1.25	N/A	2046	21,315,000
DSU Total	**$ 26,510,000**						**$ 24,210,000**

Institutional Bond System	Original Amount	Series	Purpose	Debt Service Coverage Requirement	Debt Service Coverage as of June 30, 2015	Maturity Date	Outstanding Balance as of June 30, 2015
Utah Valley University							
Municipal Bldg. Auth. Ut. County	$ 3,900,000	2004A	Baseball Stadium and Improvements	1.1	1.18	2019	1,675,000
Student Cntr. Bldg. Fee & Unified	11,020,000	2004A	Refunding (2000 and 1995A: Student Center)	1.1	1.18	2020	2,180,000
Student Cntr. Bldg. Fee & Unified	49,250,000	2012A	Student Life and Wellness Bldg. & Parking	1.1	1.18	2033	45,345,000
UVU Total	**$ 64,170,000**						**$ 49,200,000**
Salt Lake Community College							
Auxiliary & Student Fee	$ 7,925,000	2010	Refunding (1998, 2001: Lifetime Activity/Student Cntr.)	1.25	1.62	2016	1,210,000
SLCC Total	**$ 7,925,000**						**$ 1,210,000**
USHE Total	**$ 1,385,860,000**						**$ 981,743,000**

TAB V

State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2016 Data Book

Annually, the Commissioner's Office produces a Utah System of Higher Education (USHE) Data Book, which contains a comprehensive set of data table covering a wide range of USHE topics. The 2016 version of the USHE Data Book has now been completed and is available in pdf format on the USHE web page www.Higheredutah.org under the Research and Data/ Data Books menu selection (http://higheredutah.org/databooks/).

Tabbed Sections in the USHE Data Book include the following topics:

Degrees & Awards (Tab B)	Budget History (Tab H)
Enrollments (Tab C)	Cost Study (Tab I)
Career and Technical Education (Tab D)	Salary Comparisons (Tab J)
Tuition and Fees (Tab E)	Salary Comparisons (Tab K)
Paying for College (Tab F)	Facilities (Tab L)
Financial Information (Tab G)	Comparable institutions (Tab M)

In most cases the data provided is summarized at both the institutional and System levels.

Commissioner's Recommendation

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

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/JAC
Attachments

UTAH SYSTEM OF HIGHER EDUCATION
2016 DATA BOOK

The USHE Data Book is a compilation of reports on the Utah System of Higher Education and its eight component institutions. Some form of this book has been published each year since the creation of the Utah State Board of Regents and the Utah System of Higher Education in 1969. The book is intended to allow the Governor's Office, Legislators and legislative staff, USHE institutions, and the general public to query particular aspects of the Utah System of Higher Education.

Information available in the USHE 2015 Data Book covers twelve different subject areas:

Degrees & Awards (Tab B)   Budget History (Tab H)
Enrollments (Tab C)   Cost Study (Tab I)
Career and Technical Education (Tab D)   Staffing (Tab J)
Tuition and Fees (Tab E)   Salary Comparisons (Tab K)
Paying for College (Tab F)   Facilities (Tab L)
Financial Information (Tab G)   Comparable institutions (Tab M)

The USHE Data Book is designed to provide users the necessary information to perform data analyses on various data elements categorized in each of twelve tabs. If questions arise about any of the data included in this book, please contact the Office of the Commissioner of Higher Education, Department of Institutional Research and Analysis at (801) 321-7121.

Highlights include:

Tab B – Degrees & Awards

	Cert.	Assoc.	Bacc.	Masters	Doct.	1st Prof	Total	1-yr % Change	5-yr % Change
UU	222	0	5,246	1,948	384	383	8,183	2.0%	9.4%
USU	247	1,272	3,551	904	102	6	6,082	5.0%	12.5%
WSU	90	2,216	2,505	275	0	0	5,086	8.2%	22.7%
SUU	21	294	928	302	0	0	1,545	-4.1%	-11.1%
Snow	47	801	8	0	0	0	856	14.9%	-17.8%
DSU	316	1,013	612	0	0	0	1,941	-3.1%	-3.9%
UVU	113	1,996	2,915	58	0	0	5,082	-3.1%	21.3%
SLCC	640	3,382	0	0	0	0	4,022	-9.2%	-3.8%
USHE	1,696	10,974	15,765	3,487	486	389	32,797	0.8%	8.6%

Cert.=Certificate, Short-term certificates, other awards; 1st Prof=first professional, e.g. MD, JD, etc.

Source: 2016 USHE Data Book Tab B Table 2 and Table 3

All Degrees and Awards to Minority Students

- Non-resident Alien
- Black, Non-Hispanic
- American Indian or Alaskan Native
- Asian
- Pacific Islander
- Hispanic
- Multiple Races Non-Hispanic
- Race/ Ethnicity Unknown
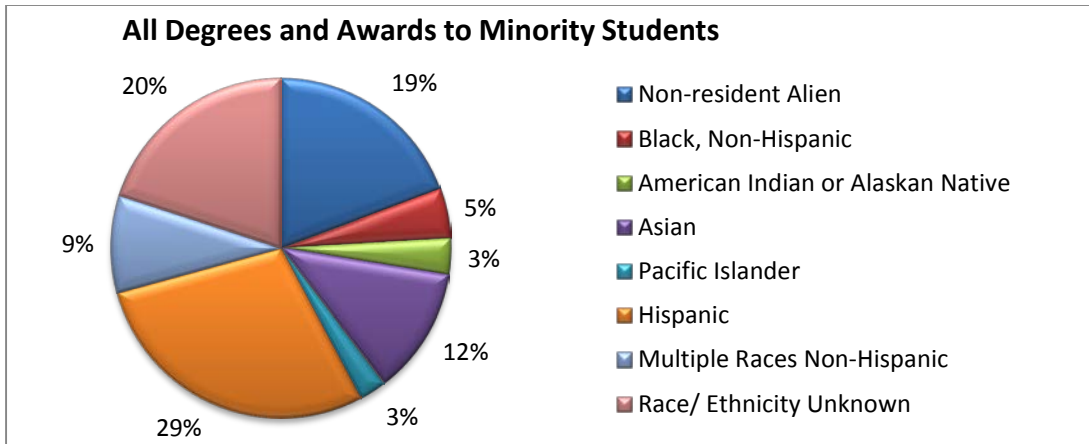
Source: Table 5 of Tab B – Degrees & Awards

Tab – C Enrollments

USHE FTE (Annualized)
Budget Related Only
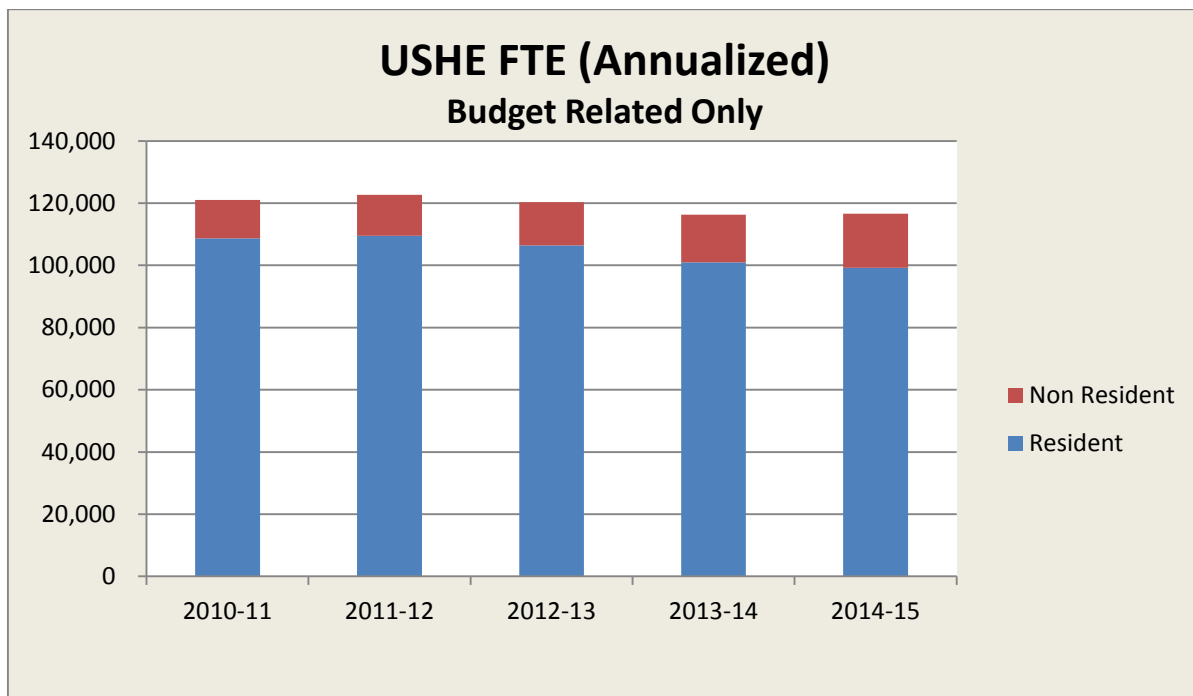
Source: Table 2 of Tab C – Enrollments

2015-16 Fall THIRD WEEK FTE (Budget-related and Self-Support)

	Resident	Nonresident	Total	1-yr change	5-yr change
UU	21,421	5,150	26,571	0.24%	1.34%
USU	16,354	4,156	20,510	5.42%	4.96%
WSU	11,734	1,292	13,025	-0.42%	-5.76%
SUU	5,166	1,259	6,425	11.05%	6.95%
Snow	3,307	313	3,620	5.14%	11.59%
DSU	4,813	1,208	6,021	-0.48%	-5.85%
UVU	17,310	2,378	19,688	6.08%	-0.08%
SLCC	12,707	1,016	13,724	-1.51%	-13.45%
Total	92,812	16,772	109,584	2.59%	-1.09%

Source: Table 11 of Tab C – Enrollments

Fall third Week Enrollment History Budget - Related
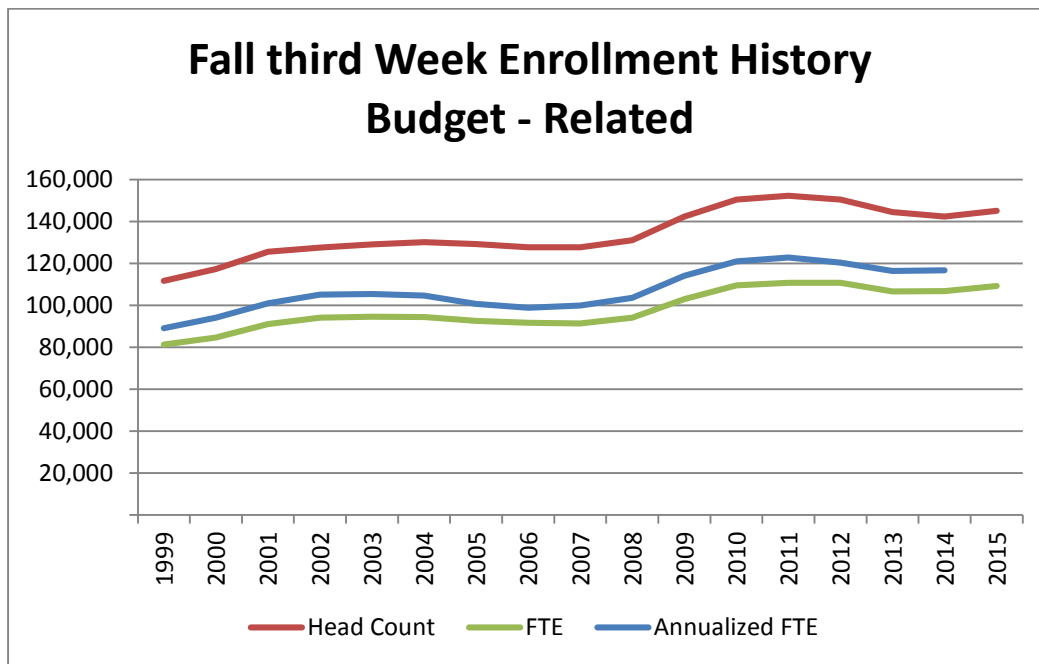
Source: Enrollment History – Fall Enrollment Third Week

3

Tab E – Tuition & Fees

2015-16 Annual Undergraduate [1] Tuition and Fees

	Resident	Non-Resident	Resident 1-yr change	Resident 5-yr change
UU	$8,197	$26,022	3.8%	30.7%
USU	$6,664	$19,133	4.4%	29.4%
WSU	$5,339	$14,252	3.0%	23.8%
SUU	$6,300	$19,132	2.6%	33.0%
SC	$3,484	$11,676	2.8%	26.9%
DSU	$4,620	$13,206	3.7%	32.4%
UVU	$5,386	$15,202	2.2%	25.6%
SLCC	$3,568	$11,020	2.9%	21.7%
USHE Average Change			3.2%	27.9%

(1)   Undergraduate Tuition and Centrally Administered Fees for 2 semesters at 15 credit hours.

Source: Table 3 of Tab E – Tuition & Fees

Tab F – Paying for College

Total Resident Waivers				
	2011-12	2012-13	2013-14	2014-15
UU	$9,881,863	10,882,418	11,663,049	12,212,856
USU	6,615,438	7,030,600	6,969,785	7,327,943
WSU	4,938,829	5,550,345	5,831,172	6,311,111
SUU	2,674,337	2,847,351	2,907,251	2,970,786
Snow	780,305	882,159	906,420	992,630
DSU	1,582,253	2,111,147	2,094,632	2,200,243
UVU	6,738,401	7,178,641	7,461,121	7,627,392
SLCC	2,398,324	2,155,601	2,305,713	2,366,441
Total Resident	$35,609,750	$38,638,262	$40,139,142	$42,009,402

Total Non-Resident Waivers				
	2011-12	2012-13	2013-14	2014-15
UU	$5,390,124	$7,556,186	$5,341,199	$7,579,027
USU	17,067,101	17,808,972	23,239,304	27,416,713
WSU	3,926,608	4,735,972	5,284,318	5,543,999
SUU	2,469,895	2,937,133	4,093,132	5,808,640
Snow	502,051	572,224	736,613	1,143,863
DSU	3,162,955	2,658,638	3,566,299	4,473,437
UVU	2,686,976	2,897,408	5,393,222	8,581,779
SLCC	1,545,064	1,130,649	2,201,084	2,256,805
Total Resident	$36,750,774	$40,297,182	$49,855,170	$62,804,263

Source: Table 11 of Tab F – Paying for College

Tab H – Budget History

Expenditures Per FTE Student
By Revenue Source

■ Tax Funds/FTE ■ Tuition/FTE
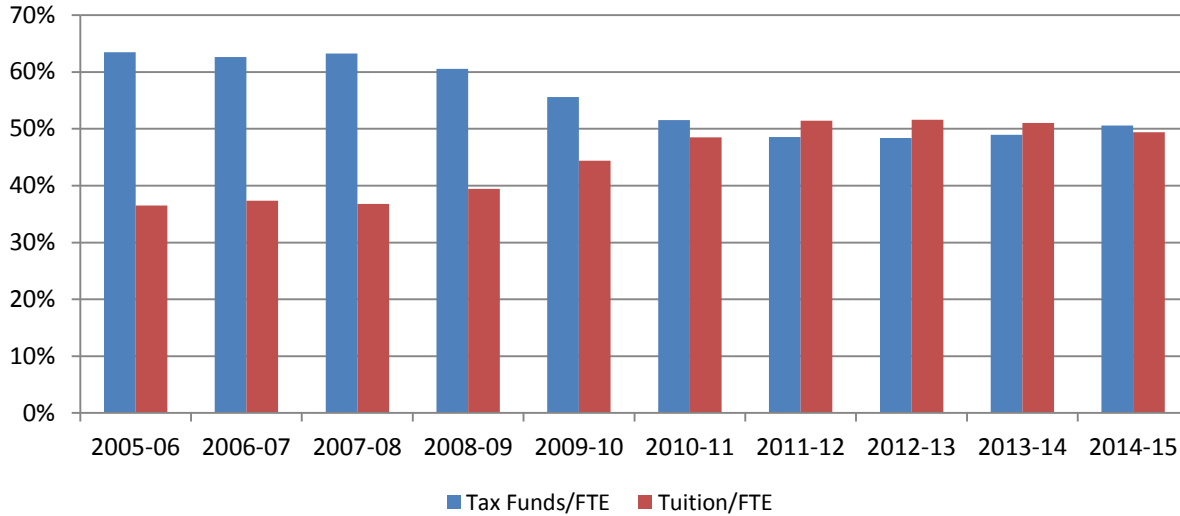
Source: Table 9 of Tab H - Budget History

Tab J – Staffing

USHE EMPLOYEE FTE COUNT FOR FALL 2015
TOTAL - UTAH SYSTEM OF HIGHER EDUCATION

	Instruction	Research	Public Service	Academic Support		Student Services		Institutional Support	O&M Plant	Auxiliaries	Hospital	Total
				Libraries	Other	Athletics	Other					
III. TOTAL												
Regular Faculty	4,077.87	444.26	144.78	31.29	39.84	0.00	7.81	4.69	0.22	0.07	7.00	4,757.83
Adjunct / Wage Rated Faculty	2,345.57	574.00	575.78	6.54	56.96	0.00	0.96	0.20	0.14	0.00	12.00	3,572.15
Teaching Assistants	547.66	821.22	87.32	0.00	25.39	2.22	7.51	3.28	0.42	0.00	0.00	1,495.02
Executives	15.92	12.85	4.30	7.02	90.06	3.85	20.12	98.38	7.00	1.17	1.00	261.66
Staff	1,694.28	919.85	1,551.04	425.06	1,016.00	315.57	1,232.74	1,980.84	1,120.82	637.31	5,385.00	16,278.51
Wage Payroll	1,231.60	411.17	1,037.95	124.77	558.33	85.62	872.94	910.81	633.73	975.54	1,650.00	8,492.46
TOTAL	9,912.89	3,183.35	3,401.17	594.68	1,786.58	407.25	2,142.08	2,998.20	1,762.33	1,614.08	7,055.00	34,857.62

EDUCATION AND GENERAL CLASSIFICATION

Source: Table 1 of Tab J - Staffing

Fall 2015 3rd Week Headcount Enrollment by County

Box Elder
1,934

Cache
5,354

Rich
110

Weber
10,439

Morgan
603

Summit
1,518

Daggett
38

| Unknown County .... 7,794 |
| Other US Locations .... 26,409 |
| Foreign Locations .... 6,355 |

Davis
17,213

Salt Lake
46,391

Tooele
2,186

Wasatch
1,328

Duchesne
489

Uintah
590

Utah
26,383

Juab
539

Carbon
773

Millard
715

Sanpete
1,464

Emery
461

Grand
222

Sevier
1,095

Beaver
339

Piute
84

Wayne
145

Iron
2,467

Garfield
222

San Juan
536

Washington
6,343

Kane
231

UTAH SYSTEM OF HIGHER EDUCATION

Building a Stronger State of Minds

State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Update on Institutional Audit Reports to the Regents' Audit Committee

Issue

Regent Policy R565, *Audit Committees* requires the Regents to meet as needed to review institutional audits and financial information. As part of this responsibility, the Regents' full board Audit Sub-committee schedules meetings as necessary in order to maintain regular, independent communication and information flow between the Regents' Audit Committee and Institutional Trustees' Audit Committees. Annually the Regents' Audit Committee meets in January to review information from all eight USHE institutions.

The Committee will have met on January 21, 2016 with institutional trustee audit chairs, institutional trustee chairs, campus auditors, and [often] other institutional representatives. An oral report of the meetings will be provided to the Finance & Facilities Committee of the full Board on January 22, 2016.

Commissioner's Recommendation

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

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/JCW

TAB X

UTAH SYSTEM OF HIGHER EDUCATION

Building a Stronger State of Minds

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Series 2015B Research Revenue Refunding Bond

Issue

On December 2, 2015 Utah State University (USU) sold revenue bonds to refund its Series 2009A Research Revenue System bonds. Bonds were issued through a negotiated sale with Citigroup as the underwriter. The bonds closed on December 22, 2015.

The bond sale conformed to all of the parameters approved by the Regents on March 18, 2015. The following is a brief summary of the results:

Final Par Amount of the Bonds	$13,145,000
True Interest Cost (TIC)	2.57%
NPV Savings Amount	$782,070
NPV Savings Percentage	5.223%

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

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

Utah State University
Research Revenue Refunding Bonds, Series 2015B
Final Summary Sheet

Proposed Issue: Research Revenue Refunding Bonds

Total Approximate Issue Size: $15,425,000 ($13,145,000 Final Par Amount)

Use of Funds: To refinance the callable maturities ($14,975,000) of the
                               University's existing Series 2009A Research Revenue Bonds
                               for economic savings; and pay associated costs of issuance.

Detail of Proposed Series 2015B Bonds:

                 Principal Amount: Not to exceed $17,500,000
                                             ($13,145,000)

                                             Interest Rate: Not to exceed 5.0%
                                             (max coupon 5%, and True Interest
                                             Cost of 2.57%)

                 Maturity Date: Not to exceed 16 years (15 years)

                 Aggregate Discount: Not to exceed 2% (Premium of
                                             14.43%)

                 Underwriter's Discount: Not to exceed 2% (0.25%)

                 Bond Rating: AA from S&P (Confirmed)

                 Source of Repayment: Research Revenues

Timetable Considerations: The original sale was postponed due to rising interest rates.
                               The sale was completed after rates came back down. Bonds
                               were sold by negotiated sale on December 2 with Citi as
                               underwriter. NPV savings were equal to 5.223%, or
                               $782,070. When savings are combined with the replacement
                               of a cash debt service reserve fund with a surety bond policy,
                               total gross savings equaled $3,135,731, and annual cash flow
                               savings average $209,049 through fiscal year 2031. The
                               transaction was closed on December 22.

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Institutional Endowments

Background

An institutional endowment is a financial asset in the form of a donation made to an institution consisting of investment funds or other property that may (restricted) or may not (unrestricted) have a stated purpose at the bequest of the donor. Most endowments are designed to keep the principal amount intact while using the investment income. Endowment funds can support numerous activities within the institution, including scholarship/fellowships that provide tuition assistance.

USHE institutions may establish an endowment fund, often comprised of various investments, to benefit institutional missions and sustain ongoing growth. As part of establishing an endowment fund, an institution's board of trustees may adopt its own endowment investment policy. All such policies—including any associated investment guidelines or other policy direction—must meet the requirements of the Uniform Prudent Management of Institutional Funds Act, and must be formally approved by the Board of Regents prior to being implemented. Revisions to institutional endowment investment policies (including revisions to any associated investment guidelines or other policy direction) must also receive both Trustee and Regent approval (R541-6.1).

Seven of the eight institutions have adopted their own institutional endowment investment policies, the eighth uses Regent policy R541 as their policy. The Board of Regents asked the Office of the Commissioner to gather and present information about each institution's endowment investments and their policies. The following is a brief summary of the information related to Regent policy and the endowment at each institution:

Regents Responsibilities

- The Board of Regents delegates to each institutional Board of Trustees full responsibility to manage and report institutional investments in compliance with this general policy (R541-4).
- The Board of Regents must formally approve each institution's endowment investment policy (R541-6.1).
- The Board of Regents may approve exceptions to R541. Such exceptions must be immaterial to the endowment portfolio as a whole and must meet a compelling instructional, public service, or other institutional need (R541-6.5).

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

- The Board shall submit an annual report to the Governor and the Legislature summarizing all investments by institutions under its jurisdiction (R541-12).

Trustee Responsibilities

- Each institution's Board of Trustees shall adopt policy and procedure regarding investments. Such policy and procedures shall:

  o Require institutional compliance with the Uniform Prudent Management of Institutional Funds Act.
  o Specify criteria for appointment of a public treasurer, define the public treasurer's authority in making institutional investments within the overall operating responsibility of the chief executive officer, and establish criteria for supervisory approval of the public treasurer's investment decisions.
  o Delineate specific procedures and required approvals for investment of institutional funds which provide for adequate internal controls, including an appropriate segregation of duties with respect to the authorization, custody, accounting and reporting of investment transactions.
  o Specify the format and schedule for reporting to its institutional Board of Trustees.

- The Board of Trustees shall receive and approve monthly investment reports.

General Information

- Each institution established an investment committee with membership coming from employees of the institution and individuals outside the institution with business and investment backgrounds. Each investment committee meets at different intervals from monthly to semiannually.

- R541 states an institution's dealings with consultants, investment advisers, investment funds, and others shall be based solely on what is in the institution's best interest, without favor or preference to any third party, including close relatives.

  o Although all eight institutions control their endowments through their investment committees, six institutions use outside managers and/or advisors to help invest their funds.
  o One institution has transferred their entire endowment into their foundation and it is managed there.
  o The two institutions that internally manage their endowments use various in-house employees including Assistant Vice-Presidents and Treasurers.
  o The six institutions that use outside managers and/or advisors to help run their endowments use professional institutions such as Commonfund, Goldman Sachs, Merrill Lynch, Meketa Investment Group and others.
  o Institutions using outside investment managers or advisors pay those organizations or individual's fees. Each institution negotiates a fee schedule to calculate the amount paid to its outside managers.

2

- All institutions have employees working on the endowments. The time spent varies by institution from as high as 3 FTEs to as low as 0.25 FTEs.

- Each institution establishes a spending rate that specifies a percentage of the endowment that can be spent each year. For the previous year these rates ranged from 2% - 4%.

- Each institution's return on their investment fluctuates annually based on the market and the investment mix in the endowment portfolio (See attached report for FY 14).

<u>Commissioner's Recommendation</u>

<u>This is an information item only; no action is required.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/BLS/JCW
Attachments

R541-1. Purpose: To provide for the implementation of the State Money Management Act, the rules of the State Money Management Council, and the Uniform Prudent Management of Institutional Funds Act; and the adoption of guidelines for the establishment of policy, process, and reporting of investments by institutions of the Utah System of Higher Education (USHE).

R541-2. References

2.1. Utah Code §53B-2-106, Duties and Responsibilities of the President

2.2. Utah Code Title 51, Chapter 7, State Money Management Act

2.3. Utah Administrative Code Title R628, Rules of the State Money Management Council

2.4. Utah Code Title 51, Chapter 08, Uniform Prudent Management of Institutional Funds Act

R541-3. Definitions

3.1. "**The Board**": The Utah State Board of Regents.

3.2. **Investments**: All institutional funds addressed under provisions of the State Money Management Act or the Uniform Prudent Management of Institutional Funds Act.

3.3. **Alternative Investments**: Funds that derive returns primarily from high yield or distressed debt (hedged or non-hedged), private capital (including venture capital and private equity), natural resources, private real estate, or absolute return and long/short hedge funds.

R541-4. Delegation of Responsibility: The Board delegates to each institutional Board of Trustees full responsibility to manage and report institutional investments in compliance with this general policy.

R541-5. Institutional Board of Trustees Responsibilities: Each institutional Board of Trustees shall adopt institutional policy and procedure regarding investments (including any changes in such policy and procedures), designate a public treasurer and approve the format of reports submitted for its review.

5.1. **Periodic Review and Approval**: Each institutional Board of Trustees shall receive and approve monthly investment reports.

5.2. **Policy and Procedures Furnished to the Board**: Each institution shall furnish the Board with a copy of its investment policies and procedures as approved by its institutional Board of Trustees. Such policy and procedures shall:

5.2.1. require institutional compliance with the State Money Management Act, Rules of the State Money Management Council, and Uniform Prudent Management of Institutional Funds Act; and

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[1] Approved April 24, 1973, revised September 24, 1974, May 26, 1989, October 19, 1989, June 18, 1993, May 29, 1998, June 10, 2005,December 14, 2007, October 16, 2009 and September 18, 2015.

5.2.2.   specify criteria for appointment of a public treasurer, define the public treasurer's authority in making institutional investments within the overall operating responsibility of the chief executive officer, and establish criteria for supervisory approval of the public treasurer's investment decisions; and

5.2.3.   delineate specific procedures and required approvals for investment of institutional funds which provide for adequate internal controls, including an appropriate segregation of duties with respect to the authorization, custody, accounting and reporting of investment transactions; and

5.2.4.   specify the format and schedule for reporting to its institutional Board of Trustees.

5.3.   **Subsequent Changes**: Each institution shall submit to the Board all subsequent changes in investment policy.

R541-6. Endowment Funds: If any gift, devise, or bequest, whether outright or in trust, is made by a written instrument which contains directions as to investment thereof, the funds embodied within the gift shall be invested in accordance with those directions. Such gifts received by donation may be retained by an institution and shall be considered to be invested according to the terms of this policy. In the absence of a written instrument, non-qualifying investments shall be sold as soon as practical, not to exceed 30 days. The Commissioner may approve exceptions to the 30-day rule in the case of non-readily marketable investments.

6.1.   In accordance with the Uniform Prudent Management of Institutional Funds Act, an institution's board of trustees may adopt its own endowment investment policy. All such policies (including any associated investment guidelines or other policy direction) must meet the requirements of the Uniform Prudent Management of Institutional Funds Act, and must be formally approved by the Board of Regents. Institutions are not authorized to apply their own policies until both of the foregoing conditions have been met. Institutions following a separate trustee adopted and Regent approved endowment investment policy will be considered to be investing in accordance with the terms of this policy. Revisions to institutional endowment investment policies (including revisions to any associated investment guidelines or other policy direction) must also receive both trustee and Regent approval.

6.2.   **Permissible Investments and Asset Allocations**: This section applies to those institutions that do not have an investment policy in place that has been adopted by their Board of Trustees and approved by the Board of Regents.

6.2.1.   Institutions are permitted to invest endowment funds in the following:

Mutual funds registered with the SEC	0 - 100%
Investments sponsored by the Common Fund	0 - 100%
Investments authorized by Utah Code §51-7-11	0 - 100%
Corporate stock listed on a major exchange (direct ownership)	0 - 3%

6.2.2.   An institution's overall endowment portfolio shall be invested in accordance with the following allocation ranges:

Fixed income and cash equivalents	25 - 100%
Equity Investments	0 - 75%
Alternative Investments	0 - 30%

6.2.3.   Each institution utilizing alternative investments must comply with the following criteria:

6.2.3.1. Each institution with endowed funds in excess of $100 million may invest up to 30 percent of its endowed funds in alternative investments.

6.2.3.2. Each institution with endowed funds in excess of $75 million but less than $100 million may invest up to 25 percent of its endowed funds in alternative investments.

6.2.3.3. Each institution with endowed funds in excess of $50 million but less than $75 million may invest up to 20 percent of its endowed funds in alternative investments.

6.2.3.4. Each institution with endowed funds in excess of $25 million but less than $50 million may invest up to 15 percent of its endowed funds in alternative investments.

6.2.3.5. Each institution with endowed funds in excess of $5 million but less than $25 million may invest up to 10 percent of its endowed funds in alternative investments.

6.2.3.6. Institutions with endowed funds of less than $5 million are not permitted to invest any of their endowed funds in alternative investments.

6.2.4. Once an institution reaches an alternative investment threshold, it may retain the investment range authorized for that threshold as long as the market value of its endowed funds remains within 90 percent of the threshold.

6.2.5. Pooled or commingled investment funds (e.g., mutual funds or Common Fund investments) are to be categorized and calculated into the asset mix according to the primary purpose of those investment funds.

6.2.6. Pooled or commingled investment funds without a clear primary purpose (e.g., balanced funds) are to be categorized and calculated into the asset mix as equity investments.

6.2.7. Real estate investment trusts are to be categorized and calculated into the asset mix as equity investments.

6.2.8. The endowment portfolio shall be reviewed at the end of every quarter and if need be, a tactical plan of action to rebalance the portfolio shall be determined to bring the portfolio into compliance (rebalancing is only necessary if the permissible investment and/or asset allocation ranges are out of compliance). This action will constitute full compliance with the permissible investment and asset allocation provisions of this policy.

6.2.9. All calculations required to demonstrate compliance with section 6.2 are to be based on market values.

6.3. **Investment Guidelines**. The foregoing asset allocation standards are meant to serve as a general guide. The institutions must use them in conjunction with appropriate due-diligence and prudence. The following standard of care shall apply to investments of endowed funds by institutions:

6.3.1. An institution shall invest and manage endowment funds as a prudent investor would, by considering the purposes, terms, distribution requirements, and other circumstances of the endowment. In satisfying this standard, an institution shall exercise reasonable care, skill, and caution.

6.3.2.   An institution's investment and management decisions respecting individual assets must be evaluated not in isolation but in the context of the endowment portfolio as a whole and as a part of an overall investment strategy having risk and return objectives reasonably suited to the endowment.

6.3.3.   Among circumstances that an institution shall consider in investing and managing endowment assets are the following which may be relevant to the endowment or its beneficiaries:

> **6.3.3.1.** general economic conditions;
>
> **6.3.3.2.** the possible effect of inflation or deflation;
>
> **6.3.3.3.** the role that each investment or course of action plays within the overall endowment portfolio;
>
> **6.3.3.4.** the expected total return from income and the appreciation of capital;
>
> **6.3.3.5.** needs for liquidity, regularity of income, and preservation or appreciation of capital; and
>
> **6.3.3.6.** an asset's special relationship or special value, if any, to the purposes of the endowment or to one or more of the beneficiaries.

6.3.4.   An institution shall make a reasonable effort to verify facts relevant to the investment and management of endowed assets.

6.3.5.   Any institution that elects to invest their endowment funds with another institution may do so with prior approval from their Board of Trustees and the Board of Regents and shall adopt the investment guidelines of the institution receiving the funds in place of the guidelines outlined in 6.2-6.3.

6.4.   **Delegation to an Agent**: An institution may delegate investment and management functions that a prudent investor could properly delegate under the circumstances.

6.4.1.   The institution shall exercise reasonable care, skill, and caution in:

> **6.4.1.1.** selecting an agent;
>
> **6.4.1.2.** establishing the scope and terms of the delegation, consistent with the purposes and terms of the endowment; and
>
> **6.4.1.3.** periodically reviewing the agent's actions in order to monitor the agent's performance and compliance with the terms of the delegation.

6.4.2.   In performing a delegated function, an agent owes a fiduciary duty to the endowment to exercise reasonable care to comply with the terms of the delegation. An institution that complies with the requirements of section 4.6.2.2 is not liable to the beneficiaries or to the endowment for the decisions or actions of the agent to whom the function was delegated.

6.4.3.   In investing and managing endowed funds, an institution may only incur costs that are appropriate and reasonable in relation to the assets, the purposes of the endowment, and the skills of the institution or agent to whom investment management functions were delegated.

6.5.   **Exceptions**: The Board of Regents may approve exceptions to R541. Such exceptions must be immaterial to the endowment portfolio as a whole and must meet a compelling instructional, public service, or other institutional need.

R541-7. Operating and All Other Non-Endowment Funds: Operating and all other non-endowment funds shall be invested in accordance with the State Money Management Act and Rules of the State Money Management Council.

R541-8. Conflicts of Interest: A conflict of interest occurs when an individual's private interests interfere in any way—or even appear to interfere—with the institution's interests as a whole.

8.1.   Access Persons

8.1.1.   Each institution's officers, directors, employees or members of an investment committee that are involved with the investment of endowment funds ("Access Persons") have a duty to be free of conflicting interests that might influence their decisions when representing the institution.

8.1.2.   Consequently, as a general matter, an institution's Access Persons are not permitted to maintain any conflict of interest with the institution, and should make every effort to avoid even the appearance of any such conflict. A conflict of interest can arise when an Access Person takes actions or has interests that may make it difficult to perform his or her company work objectively and effectively, or when an Access Person or a member of his or her family receives any improper personal benefits as a result of his or her position with the institution.

8.1.3.   Any Access Person who believes that he or she may have a potential conflict of interest must immediately report concerns to the appropriate institutional representative, mechanism, or process (ethics committee, etc.).

8.2.   This general prohibition on conflicts of interest includes (but is not limited to) the following:

8.2.1.   an institution's dealings with consultants, investment advisers, investment funds, and others shall be based solely on what is in the institution's best interest, without favor or preference to any third party, including close relatives; and

8.2.2.   Access Persons who deal with or influence decisions of individuals or organizations seeking to do business with an institution shall not own interests in or have other personal stakes in such organizations that might affect the decision-making process and/or the objectivity of such employee, unless expressly authorized in writing by the investment committee and board of trustees of the institution, and only after the interest or personal stake has been disclosed.

R541-9. Reports to Institutional Boards of Trustees: In establishing reports to its Board of Trustees, each institution shall implement the following:

9.1.   **Reports**: Each institution shall submit monthly investment reports to the secretary of the Board of Trustees within 60 days of the month's end. The secretary will place the reports on the agenda of the next regular trustee meeting.

      9.2.   **Copies of Reports Submitted to the Board**: Within 30 days of trustee approval, each institution shall submit to the Board of Regents a copy of the reports submitted to its board of trustees.

R541-10.   **Annual Report**: Annually, each institution shall submit, on forms provided by the Commissioner of Higher Education, a report summarizing all investments under its jurisdiction.

R541-11.   **Audits**: Each institution shall arrange for an audit of its annual report. The Office of the Commissioner will maintain an audit procedures guide to outline audit requirements and due dates.

R541-12.   **Annual Summary**: The Board shall submit an annual report to the Governor and the Legislature summarizing all investments by institutions under its jurisdiction.

Endowment Investments

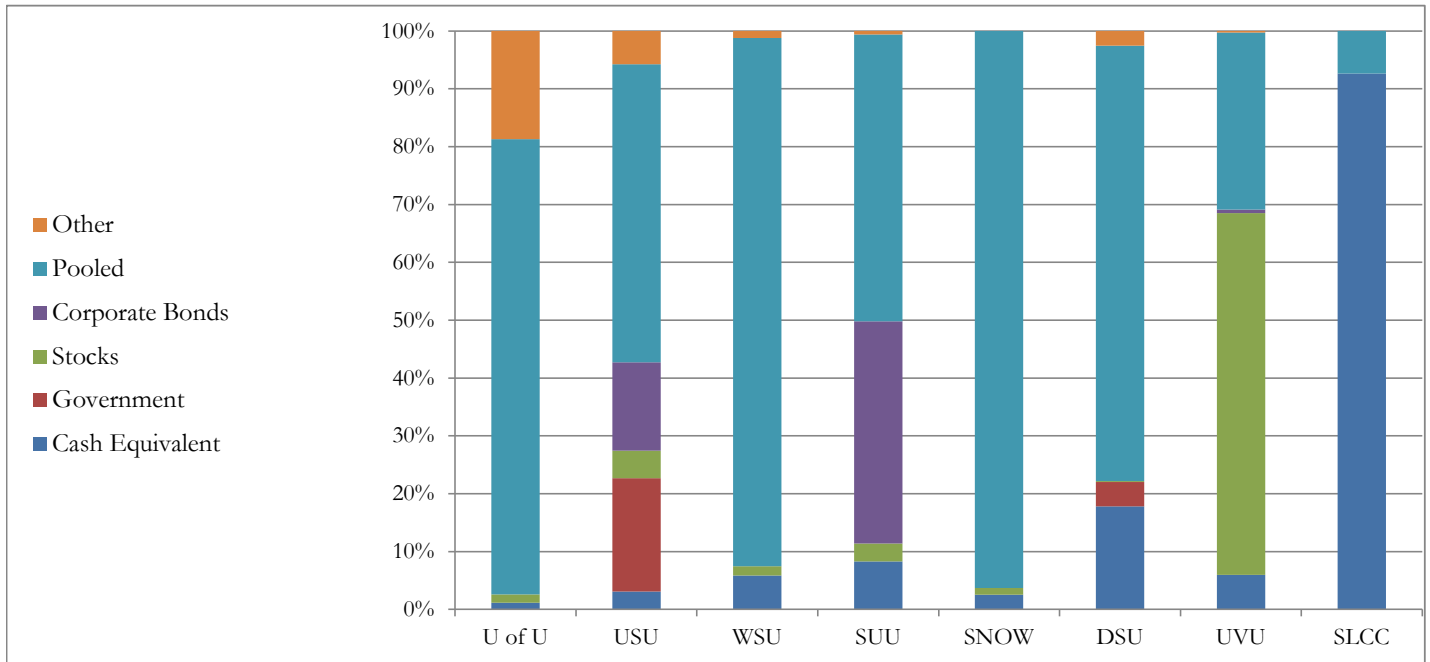| Category of Investment	Class	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Cash Equivalent	A	1.2%	3.1%	5.9%	8.3%	2.6%	17.8%	6.0%	92.7%
Government	B	-	19.6%	-	-	-	4.2%	-	-
Stocks	C	1.4%	4.8%	1.6%	3.1%	1.1%	0.2%	62.5%	-
Corporate Bonds	D	-	15.2%	-	38.4%	-	-	0.6%	-
Pooled	E	78.7%	51.5%	91.4%	49.6%	96.3%	75.3%	30.6%	7.3%
Other	F	18.7%	5.8%	1.2%	0.6%	-	2.5%	0.3%	-

FIGURE 3: Investment allocation of endowment funds by category, as of June 30, 2014.

Category of Investment	Class	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Saving/Checking/Money Mkt Accounts	A	$3,777,596	$2,235,494	$400,038	$366,429	$156,355	$985,903	$481,859	-
Repurchase Agreements	A	-	-	-	-	-	-	-	-
Certificates of Deposit	A	-	$3,560,550	-	$30,968	-	$553,788	$566,889	-
Commercial Paper	A	-	-	-	-	-	-	-	-
Utah PTIF Accounts	A	$4,685,935	$1,381,326	$6,088,371	$1,407,663	-	$526,218	-	$6,042,504
Obligations of US Government	B	-	$39,230,456	-	-	-	$483,912	-	-
Obligations of State/Local Government	B	-	$6,497,556	-	-	-	-	-	-
Stocks	C	$10,119,587	$11,091,885	$1,724,510	$670,786	$69,871	$22,933	$10,986,717	-
Corporate Bonds	D	-	$35,514,784	-	$8,288,632	-	-	$109,153	-
Mutual Funds	E	$567,787,719	$99,089,365	-	$10,707,954	$5,897,956	$8,723,024	$5,373,037	$478,936
Commonfund Accounts	E	$2,358,451	$21,027,678	$100,933,470	-	-	-	-	-
Alternative	F	$135,617,548	$13,400,696	-	$126,250	-	$294,077	-	-
Other	F	-	-	$1,327,400	-	-	-	$46,615	-
Total		$724,346,836	$233,029,790	$110,473,789	$21,598,682	$6,124,182	$11,589,855	$17,564,270	$6,521,440
Percent of Total		64.0%	20.6%	9.8%	1.9%	0.5%	1.0%	1.6%	0.6%
USHE Total		$1,131,248,844							

FIGURE 4: Schedule of total endowment funds invested by each Institution, as of June 30, 2014. Endowment funds are invested according to policy guidelines of the Uniform Prudent Management of Institutional Funds Act (UPMIFA) and Regents Policy R541. Endowment investments by Institution are shown at the sub-category level, which roll up into the six categories in Figure 3 above.

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Report of Auxiliary Funds

Background

Board of Regents Policy R550, *Auxiliary Enterprises Operation and Accountability*, requires an annual report of auxiliary operations within the Utah System of Higher Education (USHE). Auxiliary enterprises are business activities or other essentially self-supporting activities (as distinguished from primary programs of instruction, research, public service, and from intercollegiate athletics), the principal purpose of which is to provide specified services to students, faculty, staff, or guests of the institution.

Annually, USHE institutions provide reports of auxiliary enterprise activity. This information has been consolidated by OCHE staff for the purpose of Regent review and monitoring (see attachments). Additionally, auxiliary operations are examined by independent auditors during the annual institutional financial statement audits.

All institutional housing, food service, and campus store activities are to be classified and managed as auxiliary enterprises. These three auxiliaries are common amongst most of the campuses and the revenues and expenses for each of these are reported in the attachments. For the purpose of this report it should be noted that the University of Utah and Utah State University have other auxiliary services that are not individually reported, but reported in the aggregate. Further, Utah Valley University and Salt Lake Community College do not own campus housing and this is reflected in the related attachment.

Issue

Auxiliary service revenues have been affected by changing conditions both nationally and within our own state. Over the past few years, textbook sales have declined at college and university campus stores as additional options have become available for students to acquire course materials. Consequently, campus stores are continually exploring other possible revenue sources and new methods of competitively offering textbooks to students.

In addition, housing and food service revenues have fluctuated and are influenced by changes in enrollments. For instance, some of the recent declines in enrollments have occurred due to the age change in the LDS Church's missionary program. The USHE institutions strive to keep housing units filled as this quite naturally correlates to stronger food service revenues.

Auxiliary service revenue is important to an institution. Net income from auxiliary operations (including campus stores) is often used for various campus projects, in meeting revenue bond obligations, to fund facilities repair and replacement needs, and to build reserves and meet other campus needs. Fortunately, at the aggregate level USHE auxiliary fund balances at most institutions appear healthy and are offsetting some of the challenges that are being faced.

The Commissioner's Office staff has prepared the following attachments.

- Attachment 1 - Report of Total Auxiliary Enterprise Operation Actual Revenues (FY 2015)
- Attachment 2 - Report of Total Auxiliary Enterprise Operations Budgeted Revenues (FY 2016)
- Attachment 3 - Auxiliary Enterprise Operations Comparisons (FY 2014 to FY 2015)
- Attachment 4 - Bookstore Auxiliary Enterprise Operations Comparisons (FY 2014 to FY 2015)
- Attachment 5 - Housing Auxiliary Enterprise Operations Comparisons (FY 2014 to FY 2015)
- Attachment 6 - Food Services Auxiliary Enterprise Operations Comparisons (FY 2014 to FY 2015)

<u>Commissioner's Recommendation</u>

<u>This is an information item only; no action is required.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS
Attachments

UTAH SYSTEM OF HIGHER EDUCATION
Report of Total Auxiliary Enterprise Operations (2014-15 Actuals)

	UU	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Beg Fund Balance*	$ 3,535,241	$ 219,724	$ 5,023,237	$ 1,896,837	$ 154,075	$ 3,047,770	$ 3,055,596	$ 2,856,093
Revenues	105,396,299	40,276,110	19,884,513	8,145,449	3,941,003	6,865,270	17,021,904	11,883,136
Expenditures	(99,979,015)	(33,113,974)	(17,790,446)	(5,366,054)	(3,622,472)	(6,479,316)	(16,842,028)	(12,575,001)
Net Income	5,417,284	7,162,136	2,094,067	2,779,395	318,531	385,954	179,876	(691,865)
Transfers	(4,008,931)	(6,725,453)	(1,841,188)	(2,779,394)	-	(1,336,429)	300,124	676,710
Change in Fund Balance	1,408,353	436,683	252,879	0	318,531	(950,476)	480,000	(15,155)
End Fund Balance	$ 4,943,594	$ 656,407	$ 5,276,116	$ 1,896,837	$ 472,606	$ 2,097,295	$ 3,535,596	$ 2,840,938

* It should be noted that the Fund Balance includes cash, inventories, etc. related to running/maintaining Auxiliary Enterprise Operations.

UTAH SYSTEM OF HIGHER EDUCATION
Report of Total Auxiliary Enterprise Operations (2015-16 Budgets)

	UU	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Beg Fund Balance*	$ 4,943,594	$ 656,407	$ 5,276,116	$ 1,896,837	$ 472,608	$ 2,097,294	$ 3,535,596	$ 2,840,938
Revenues	110,924,000	40,059,101	20,499,567	8,063,980	4,087,000	6,755,000	17,820,570	11,288,980
Expenditures	(109,817,000)	(33,862,903)	(18,524,388)	(5,419,219)	(3,653,400)	(6,350,000)	(17,282,929)	(10,718,980)
Net Income	1,107,000	6,196,198	1,975,179	2,644,761	433,600	405,000	537,641	570,000
Transfers	(1,127,000)	(6,047,198)	(1,714,364)	(2,644,761)	-	(35,000)	(537,641)	(65,000)
Change in Fund Balance	(20,000)	149,000	260,815	-	433,600	370,000	-	505,000
End Fund Balance	$ 4,923,594	$ 805,407	$ 5,536,931	$ 1,896,837	$ 906,208	$ 2,467,294	$ 3,535,596	$ 3,345,938

* It should be noted that the Fund Balance includes cash, inventories, etc. related to running/maintaining Auxiliary Enterprise Operations.

UTAH SYSTEM OF HIGHER EDUCATION
Auxiliary Enterprise Operations Comparisons of Totals (FY 2014 to FY 2015)

UU

	2013-14	2014-15	$ Change	% Change
Revenues	$ 105,111,000	$ 113,705,299	$ 8,594,299	8%
Expenditures	(102,347,000)	(107,157,015)	(4,810,015)	5%
Net Income	2,764,000	6,548,284	3,784,284	137%
End Fund Bal	$ 2,085,000	$ 4,943,594	$ 2,858,594	

USU

	2013-14	2014-15	$ Change	% Change
Revenues	$ 40,005,461	$ 40,276,110	$ 270,649	1%
Expenditures	(33,278,703)	(33,113,974)	164,729	0%
Net Income	6,726,758	7,162,136	435,378	6%
End Fund Bal	$ 219,724	$ 656,407	$ 436,684	

WSU

	2013-14	2014-15	$ Change	% Change
Revenues	$ 19,182,802	$ 19,884,513	$ 701,711	4%
Expenditures	(17,370,212)	(17,790,446)	(420,234)	2%
Net Income	1,812,590	2,094,067	281,477	16%
End Fund Bal	$ 5,023,235	$ 5,276,116	$ 252,881	

SUU

	2013-14	2014-15	$ Change	% Change
Revenues	$ 8,102,829	$ 8,145,449	$ 42,620	1%
Expenditures	(5,340,720)	(5,366,054)	(25,334)	0%
Net Income	2,762,109	2,779,395	17,286	1%
End Fund Bal	$ 1,896,837	$ 1,896,837	$ -	

SNOW

	2013-14	2014-15	$ Change	% Change
Revenues	$ 3,634,110	$ 3,941,003	$ 306,893	8%
Expenditures	(3,465,216)	(3,622,472)	(157,256)	5%
Net Income	168,894	318,531	149,637	-89%
End Fund Bal	$ 631,733	$ 472,606	$ (159,127)	

DSU

	2013-14	2014-15	$ Change	% Change
Revenues	$ 6,568,622	$ 6,865,270	$ 296,648	5%
Expenditures	(6,185,296)	(6,479,316)	(294,020)	5%
Net Income	383,326	385,954	2,628	1%
End Fund Bal	$ 3,082,603	$ 2,097,295	$ (985,308)	

UVU

	2013-14	2014-15	$ Change	% Change
Revenues	$ 13,623,156	$ 17,021,904	$ 3,398,748	25%
Expenditures	(13,364,538)	(16,842,028)	(3,477,490)	26%
Net Income	258,618	179,876	(78,742)	-30%
End Fund Bal	$ 3,434,722	$ 3,535,596	$ 100,874	

SLCC

	2013-14	2014-15	$ Change	% Change
Revenues	$ 13,307,332	$ 11,883,136	$ (1,424,196)	-11%
Expenditures	(13,257,463)	(12,575,001)	682,462	-5%
Net Income	49,869	(691,865)	(741,734)	-1487%
End Fund Bal	$ 2,856,093	$ 2,840,938	$ (15,155)	

Campus Store Auxiliary Enterprise Operations Comparisons (FY 2014 to FY 2015)

UU

	2013-14	2014-15	% Change
Revenues	$ 22,526,000	$ 23,303,136	3%
Expenditures	(22,753,000)	(23,296,727)	2%
Net Income	$ (227,000)	$ 6,409	

USU

	2013-14	2014-15	% Change
Revenues	$ 11,222,674	$ 10,648,646	-5%
Expenditures	(11,217,433)	(10,499,103)	-6%
Net Income	$ 5,241	$ 149,543	

WSU

	2013-14	2014-15	% Change
Revenues	$ 11,560,936	$ 11,414,031	-1%
Expenditures	(11,423,854)	(11,359,417)	-1%
Net Income	$ 137,082	$ 54,614	

SUU

	2013-14	2014-15	% Change
Revenues	$ 3,138,394	$ 3,201,480	2%
Expenditures	(3,076,775)	(2,979,383)	-3%
Net Income	$ 61,619	$ 222,098	

SNOW

	2013-14	2014-15	% Change
Revenues	$ 216,020	$ 254,198	18%
Expenditures	(252,649)	(221,711)	-12%
Net Income	$ (36,629)	$ 32,487	

DSU

	2013-14	2014-15	% Change
Revenues	$ 3,637,881	$ 3,806,182	5%
Expenditures	(3,543,581)	(3,688,995)	4%
Net Income	$ 94,300	$ 117,187	

UVU

	2013-14	2014-15	% Change
Revenues	$ 8,213,649	$ 9,076,264	11%
Expenditures	(7,825,274)	(9,037,694)	15%
Net Income	$ 388,375	$ 38,570	

SLCC

	2013-14	2014-15	% Change
Revenues	$ 8,508,208	$ 7,539,528	-11%
Expenditures	(8,534,308)	(7,595,972)	-11%
Net Income	$ (26,100)	$ (56,444)	

Housing Auxiliary Enterprise Operations Comparisons (FY 2014 to FY 2015)

UU

	2013-14	2014-15	% Change
Revenues	$ 26,027,000	$ 27,291,365	5%
Expenditures	(25,219,000)	(25,577,102)	1%
Net Income	$ 808,000	$ 1,714,263	

USU

	2013-14	2014-15	% Change
Revenues	$ 12,489,813	$ 12,901,149	3%
Expenditures	(8,264,647)	(8,743,892)	6%
Net Income	$ 4,225,166	$ 4,157,257	

WSU

	2013-14	2014-15	% Change
Revenues	$ 4,193,462	$ 4,734,670	13%
Expenditures	(2,664,139)	(2,919,339)	10%
Net Income	$ 1,529,323	$ 1,815,331	

SUU

	2013-14	2014-15	% Change
Revenues	$ 2,533,369	$ 2,476,204	-2%
Expenditures	(912,501)	(914,389)	0%
Net Income	$ 1,620,867	$ 1,561,815	

SNOW

	2013-14	2014-15	% Change
Revenues	$ 1,899,034	$ 1,865,779	-2%
Expenditures	(1,792,752)	(1,786,003)	0%
Net Income	$ 106,282	$ 79,776	

DSU

	2013-14	2014-15	% Change
Revenues	$ 863,316	$ 834,094	-3%
Expenditures	(550,039)	(566,517)	3%
Net Income	$ 313,277	$ 267,577	

UVU

	2013-14	2014-15	% Change
Revenues	no housing	no housing	
Expenditures	no housing	no housing	
Net Income	-	-	

SLCC

	2013-14	2014-15	% Change
Revenues	no housing	no housing	
Expenditures	no housing	no housing	
Net Income	-	-	

Food Services Auxiliary Enterprise Operations Comparisons (FY 2014 to FY 2015)

UU

	2013-14	2014-15	% Change
Revenues	$ 8,090,000	$ 8,309,000	3%
Expenditures	(7,013,000)	(7,178,000)	2%
Net Income	$ 1,077,000	$ 1,131,000	

USU

	2013-14	2014-15	% Change
Revenues	$ 9,331,372	$ 9,782,645	5%
Expenditures	(8,685,508)	(8,653,648)	0%
Net Income	$ 645,864	$ 1,128,997	

WSU

	2013-14	2014-15	% Change
Revenues	$ 115,894	$ 124,648	8%
Expenditures	(56,286)	(114,960)	104%
Net Income	$ 59,608	$ 9,688	

SUU

	2013-14	2014-15	% Change
Revenues	$ 241,845	$ 275,324	14%
Expenditures	(201,534)	(227,453)	13%
Net Income	$ 40,311	$ 47,871	

SNOW

	2013-14	2014-15	% Change
Revenues	$ 1,105,971	$ 1,268,825	15%
Expenditures	(1,033,722)	(1,020,853)	-1%
Net Income	$ 72,249	$ 247,972	

DSU

	2013-14	2014-15	% Change
Revenues	$ 1,774,765	$ 1,920,944	8%
Expenditures	(1,823,098)	(1,904,133)	4%
Net Income	$ (48,334)	$ 16,810	

UVU

	2013-14	2014-15	% Change
Revenues	$ 3,641,703	$ 3,618,761	-1%
Expenditures	(3,854,251)	(3,867,699)	0%
Net Income	$ (212,548)	$ (248,938)	

SLCC

	2013-14	2014-15	% Change
Revenues	$ 2,684,032	$ 2,537,406	-5%
Expenditures	(2,731,929)	(2,812,715)	3%
Net Income	$ (47,897)	$ (275,309)	

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60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Legislative Proposal for a Capital Funding Model

<u>Issue</u>

In the March 2015 Board of Regents meeting Senator Urquhart addressed the Board about his interest to pursue a significant change in how the Legislature funds capital facilities in USHE. The current capital facility funding process includes prioritization by institutions, the Commissioner's Office, the Board of Regents, the State Building Board, the Governor's Office, and ultimately the State Legislature. The Senator's concept is for the Legislature to appropriate a pool of money equitably divided by institution. Senator Urquhart also asked the Commissioner's Office to provide technical assistance as he considers making a proposal to the Legislature.

The alternative capital facility funding model, provided to Senator Urquhart in response to his request, assumes an ongoing Legislative appropriation for USHE capital development and uses six categories to allocate funding points to USHE institutions:

1. Current institutional enrollment
2. Projected enrollment growth
3. Degrees and certificates awarded
4. State funded operating budget
5. Square footage of facilities
6. Projected future square footage need

Over the last twenty years (1996 to 2015) the Legislature annually appropriated an average of $82 million, adjusted for inflation, to USHE for new facilities. The attached funding model details how $82 million would be equitably distributed among the eight USHE institutions based on the formula, adjusted for an estimated rate of inflation and including funding for O&M.

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

<u>Commissioner's Recommendation</u>

<u>This is an information item; no action is required.</u>

_____

David L. Buhler
Commissioner of Higher Education

DLB/RPA
Attachment

Funding Formula for USHE Capital Development

Executive Summary

Sen. Steve Urquhart requested that the Utah System of Higher Education (USHE) explore for his further consideration an alternative method for capital development funding based on a formula rather than prioritization in the political process. The formula-based approach would allocate funding based on:

- Current institutional enrollment
- Projected enrollment growth
- Degrees and certificates awarded
- State funded operating budget
- Square footage of facilities
- Projected future square footage need

A model was developed using these six funding factors and data from the most recent USHE Data Book (2015). Each category in the formula allocates 100 points between the eight USHE institutions. Details on the calculations may be found in subsequent sections.

Over the last twenty years (1996 to 2015) the Legislature annually appropriated an average of $82 million, adjusted for inflation, to USHE for new facilities (see the Appendix for more information). The table below shows how a $82 million appropriation would be divided among the eight USHE institutions based on this formula. The last two rows in the table show the amount of historical funding for each institution adjusted for inflation and the associated operation and maintenance calculated at 2.5 percent of the funded amount.

Funding Point Categories	UofU	USU	WSU	SUU	Snow	Dixie	UVU	SLCC
Enrollment (FTE)	25.35	17.20	12.42	5.23	2.76	5.14	16.88	15.02
Enrollment Growth	11.04	16.39	15.82	5.48	6.50	4.21	28.23	12.32
Degrees Awarded	27.35	18.74	14.13	5.26	2.18	4.41	16.20	11.74
State Funded Budget	33.33	22.64	10.73	5.07	3.14	4.01	10.90	10.19
Square Feet	26.89	21.00	10.98	4.71	5.64	4.97	12.76	13.04
Square Foot Needs Gap	19.75	16.50	14.00	5.81	3.19	4.54	25.44	10.77
Funding Points	143.71	112.47	78.08	31.56	23.41	27.28	110.42	73.07
$82m Funding	$19,640,000	$15,370,000	$10,670,000	$4,310,000	$3,200,000	$3,730,000	$15,090,000	$9,990,000
20 Year Funding Average (Constant 2015 Dollars)	18,085,043	18,471,209	10,001,304	3,863,642	4,391,748	4,871,322	14,856,706	7,144,056
O&M Funding (2.5%)	$ 491,000	$ 384,000	$ 267,000	$ 108,000	$ 80,000	$ 93,000	$ 377,000	$ 250,000

The Bureau of Labor Statistics Producer Price Index (PPI) contains a specific measurement for changes in construction costs for new school buildings across the nation. Current 2015 PPI numbers suggest a 4 percent increase for 2015. Adjusting the $82 million USHE historical appropriation for buildings by this estimated inflation rate would inflate the average funding to $85 million in 2016 and $88.5 million in 2017. The table below shows how the formula would allocate those funding levels to the eight USHE institutions.

Institution	UofU	USU	WSU	SUU	Snow	Dixie	UVU	SLCC
$85m Funding	$20,360,000	$15,930,000	$11,060,000	$4,470,000	$3,320,000	$3,860,000	$15,650,000	$10,350,000
$88.5m Funding	$21,200,000	$16,590,000	$11,520,000	$4,650,000	$3,450,000	$4,020,000	$16,290,000	$10,780,000

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Background

The current process for funding Utah System of Higher Education capital development projects includes six main components:

1. Institutional and Board of Trustee analysis and selection of a facility request
2. Needs analysis of all USHE requests by the Commissioner's Office
3. Capital Development Prioritization (CDP) by the State Board of Regents
4. Prioritization of USHE and all other facility requests by the State Building Board
5. Governor's recommendation of capital development projects in a proposed budget
6. Prioritization by legislative committees and ultimate funding in an appropriations bill

As an alternative to the current process, Sen. Urquhart requested USHE explore a method for capital development funding based on a formula. The following section details how such a formula could be used for capital development funding.

Methodology

This model uses six categories with 100 points each to allocate funding points to the eight USHE institutions based on current data from the most recent USHE Data Book and a specific methodology for each category. The categories are:

1. Institutional enrollments (FTE)
2. Projected enrollment growth
3. Degrees and certificates awarded
4. State funded operating budget
5. Existing facility square feet
6. Projected gap in facility square footage need

Funding points are calculated for each institution by summing the point allocation from each of the six categories. Capital development funding is then allocated based on the amount of funding available and the percentage of funding points received relative to the total funding points available (600 points).

For example, if an institution received 20 points in each of the six categories, its point total would be 120 points, which is 20% of the total points (120/600). That institution would therefore receive 20% of the funds available or $20 million of a $100 million appropriation.

The following subsections detail the specific methodology used in each category to allocate funding points to the institutions.

Student FTE

This point category allocates 100 points among the eight USHE institutions based on the relative number of student FTE. Data is drawn from Table 2, *Annualized FTE Budget Related Only Enrollment History* of the most recent USHE Data Book (Tab C, page 10 in the 2015 Data Book). The most recent actual annualized budget related only FTE enrollment is used (not the estimated number for the current year). In the case of the 2015 USHE Data Book, 2013-14 was the most recent actual annualized FTE enrollment count. The University of Utah Medical School FTE counts were included as were FTE counts from USU regional campuses and the Richfield campus of Snow College.

The 100 points are allocated proportionately to the institutions based on their actual annualized budget-related only FTE enrollment: (# institution's annualized budget-related student FTE /Total annualized budget-related student FTE for USHE *100).

		Annualized, Budget Related Total Student FTE (Res and Non-Res) - Tab C, Table 2								
		UofU[1]	USU[2]	WSU	SUU	Snow[3]	DSU	UVU	SLCC	USHE Total
Point Category 1	2014 (13-14)	29,498	20,010	14,448	6,087	3,210	5,977	19,642	17,479	116,351
	Points	25.35	17.20	12.42	5.23	2.76	5.14	16.88	15.02	100.00
	[1]Includes Medical School FTE				[2] Includes Regional USU campuses and USU Eastern						
					[3] Includes Regional Richfiled campus						

FTE Growth

This point category allocates 100 points based on the estimated growth in the number of student FTE in the tenth year of projections at each of the USHE institutions. Data is drawn from Table 10, *System Total Projections – Approved by the Board of Regents in May – Annualized FTE – Academic Year* of the most recent USHE Data Book (Tab C, page 23 in the 2015 Data Book). The last year of projected enrollment growth is used; which, in the case of the 2015 USHE Data Book, is the year 2023-24. The FTE difference between this estimated number and current enrollments is used for the allocation.

The 100 points are allocated proportionately to the institutions based on the difference between their estimated annualized FTE enrollment in the last year of enrollment projections and current FTE from their actual annualized (budget-related only FTE) enrollment: (# of institution's annualized student FTE in the last year of projections - # institution's annualized budget-related student FTE)/ (Total annualized student FTE in all of USHE in the last year of projections - Total current annualized budget-related student FTE for USHE) *100.

		Enrollment Projections Annualized FTE - Tab C, Table 10								
		UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	USHE Total
Point Category 2	Est. 2024 (23-24)	35,944	29,578	23,685	9,287	7,007	8,434	36,125	24,671	174,731
	2014 (13-14)	29,498	20,010	14,448	6,087	3,210	5,977	19,642	17,479	116,351
	10 Yr. Growth (FTE)	6,446	9,568	9,237	3,200	3,797	2,457	16,483	7,192	58,380
	Points	11.04	16.39	15.82	5.48	6.50	4.21	28.23	12.32	100.00

Degrees and Certificates Awarded

This point category allocates 100 points to the USHE institutions based on the number of degrees and certificates awarded in the most recent actual academic year weighted by type of award. Data is drawn from Table 3, *Types of Degrees and Awards* of the most recent USHE Data Book (Tab B, page 6 in the 2015 Data Book).

Degrees and certificates are weighted with factors developed by the 2015-16 USHE Performance Funding Model. Those factors differ slightly based on the mission of the institution – research university, regional university, or community college. The number of degrees and certificates awarded by each institution is multiplied by the respective weight for each award and then summed for each institution and the entire system.

The 100 points are allocated proportionately to the institutions based on the weighted sum of degrees and certificates awarded relative to other institutions (weighted sum of institutional degrees awarded/ weighted sum of all degrees awarded in USHE * 100).

	Degrees Awarded - Tab B, Table 3											
	Degree	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	USHE Total	Resrch Weight	Region Weight	College Weight
Point Category 3	1 yr. Certificates	397	70	17	3	44	24	60	266	881	1	1	1
	Associate's	0	1,000	1,999	337	694	1,150	2,280	3,782	11,242	2	2	3
	Bachelor's	5,092	3,548	2,356	1,000	7	509	2,825	0	15,337	4	4	4
	Master's	1,823	927	272	265	0	0	52	0	3,339	2	2	0
	Doctoral	330	109	0	0	0	0	0	0	439	4	0	0
	Professional	381	6	0	0	0	0	0	0	387	4	0	0
	Weighted Total	27,057	18,541	13,983	5,207	2,154	4,360	16,024	11,612	98,938			
	Points	27.35	18.74	14.13	5.26	2.18	4.41	16.20	11.74	100.00			

State Funded Budget

This point category allocates 100 points to the USHE institutions based on the proportion of state funding expended for Education and General programs in the most recent actual year. Data is drawn from the Education & General line for each institution in Table 5, *State Tax Funds – Current Dollars* (Tab H, page 6 in the 2015 Data Book). Utah State University numbers include USU-Eastern and other Regional Centers and Snow College numbers include CTE as noted in Table 5.

The 100 points are allocated proportionately to the institutions based on the amount of state funding in General and Education line items (state funding to institution / state funding to all USHE * 100).

	State Funded Appropriations Higher Education (GF, EF) - Education and General Line Item Actuals - Tab H, Table 5								
		UofU	USU[1]	WSU	SUU	Snow[2]	DSU	UVU	SLCC	USHE Total
Point Category 4	2014 (13-14)	206,943,700	140,566,000	66,588,300	31,449,100	19,487,000	24,899,200	67,694,800	63,239,100	620,867,200
	Points	33.33	22.64	10.73	5.07	3.14	4.01	10.90	10.19	100.00
	[1]Includes USU-Eastern and other Regional Centers [2]Includes CTE								

Facility Square Footage

This point category allocates 100 points to the USHE institutions based on the weighted sum of assignable square footage. Data is drawn from the "Needs Analysis" line in Tables 3-10, *Space Inventory* for each USHE Institution (Tab L, pages 4-11 in the 2015 Data Book). The "Needs Analysis" line is the net assignable square footage used in the annual Capital Development Process that excludes auxiliary, hospital, and other unique institutional space.

Net assignable square footage differs from gross square footage (GSF) in that assignable square feet are allocated to specific purposes (classrooms, offices) whereas GSF includes non-assignable areas such as hallways, elevators, mechanical, etc.

The square footage from the "Needs Analysis" line is then weighted by type of space as follows in order to emphasize the importance of teaching and classroom space:

- Weight of "4" for Classroom (100) and Teaching Lab (200) square feet
- Weight of "3" for Study (400) square feet
- Weight of "2" for Research Lab (200), Special Use (500), and General Use (600), square feet
- Weight of "1" for Office (300) and Support (700) square feet
- Weight of "0" (i.e. excluded) for Health Care (800), Residential (900), and Unclassified (000) square feet

The 100 points are allocated proportionately to the institutions based on the weighted sum of square feet relative to other institutions (weighted sum of institutional square feet/ weighted sum of all USHE square feet * 100).

	Net Assignable Square Footage by Use - Tab L, Tables 3-10									
	Space Use	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	USHE Total	Weight
	Classroom (100)	346,623	288,685	171,946	69,010	69,129	78,646	168,386	218,609	1,420,549	4
	Teaching Lab (200)	365,139	358,712	269,582	131,518	161,121	103,583	358,113	394,339	2,217,693	4
	Research Lab (250)	613,609	395,510	18,784	0	99	0	0	0	1,028,002	2
	Office (300)	1,207,659	651,923	281,895	118,017	82,328	119,208	348,113	268,212	3,096,458	1
Point	Study (400)	335,077	215,966	118,725	57,663	31,867	58,807	111,525	49,944	980,133	3
Category 5	Special Use (500)	83,965	126,310	62,472	22,629	104,986	34,801	101,722	120,274	680,873	2
	General Use (600)	133,272	123,875	102,943	20,481	63,088	81,838	31,814	66,498	647,106	2
	Support (700)	238,956	255,019	68,716	39,573	23,880	29,210	247,946	132,403	1,039,916	1
	Health Care (800)	10,241	2,194	660	0	0	0	0	2,907	16,002	0
	Residential (900)	12,044	0	0	0	0	0	0	0	12,044	0
	Unclassified (000)	110,785	0	6,163	0	0	16,409	16,802	0	150,159	0
	Net Assignable	3,457,370	2,418,194	1,101,886	458,891	536,498	522,502	1,384,421	1,253,186	11,288,935	
	Weighted Total	6,960,586	5,435,818	2,841,296	1,218,911	1,459,155	1,287,033	3,303,702	3,375,783	25,882,284	
	Points	26.89	21.00	10.98	4.71	5.64	4.97	12.76	13.04	100.00	

Needs Gap of Facility Square Footage

This point category allocates 100 points to the USHE institutions based on the gap between existing facility space inventories and projected space need. Data is drawn from calculations made each year through the Capital Development Prioritization process conducted by the Commissioner's Office for Higher Education. Institutions submit annual space inventory information to update historical information. Then, using student FTE enrollment projections and faculty and staff projections from the annual Data Book and formulas based on academic standards for square feet per FTE, a projected square footage need is calculated for each institution. The square footage needs gap is the difference between existing square footage at an institution and the projected need calculated for each institution.

The 100 points are allocated proportionately to the institutions based on the square footage needs gap relative to other institutions (weighted sum of institutional needs gap/ weighted sum of all USHE needs gap * 100).

	Five-year Gap of Assignable Square Footage Needs - Capital Development Process Step 6, Table 1								
	Space Use	**UofU**	**USU**	**WSU**	**SUU**	**Snow**	**DSU**	**UVU**	**SLCC**	**USHE Total**
	Classroom (100)	0	0	42,325	12,492	0	0	129,761	0	184,577
	Teaching Lab (200)	91,149	145,747	196,787	51,953	76,998	72,916	304,168	194,691	1,134,408
Point	Research Lab (250)	0	0	0	0	0	0	0	0	0
Category 6	Office (300)	0	0	2,354	21,621	7,461	0	76,632	0	108,068
	Study (400)	390,900	278,075	94,859	36,637	14,997	22,376	156,370	100,177	1,094,390
	P.E. Special Use (520)	133,192	90,080	99,910	58,292	0	46,198	125,648	40,568	593,888
	Net Assignable	615,241	513,902	436,234	180,995	99,456	141,490	792,579	335,436	3,115,332
	Points	**19.75**	**16.50**	**14.00**	**5.81**	**3.19**	**4.54**	**25.44**	**10.77**	**100.00**

Appendix – State Funded History in Constant Dollars

The following table documents the state funding (Education and General Fund) history of legislative appropriations to higher education facilities for the years 1996 to 2015. The table also contains the inflationary measures used to adjust the historical funding to constant 2015 dollars. The Producer Price Index (PPI) for New School Building Construction was used from 2005 to 2015 to measure the change in construction cost for school buildings nationally. As the PPI was only available starting in 2005, the Consumer Price Index (CPI) for all Urban Consumers was used to adjust historical funding prior to 2005.

Year	UU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Grand Total	PPI[1]	CPI[2]	Inflator
1996	$2,500,000	$6,450,700	$14,400,000		$8,307,000		$3,885,000		$35,542,700		154.5	1.846
1997	$15,453,600	$24,386,700	$771,000	$1,100,000		$708,700		$1,165,000	$43,585,000		158.9	1.795
1998	$595,500	$2,300,000		$4,600,000		$1,000,000	$1,166,300	$21,500,000	$31,161,800		161.7	1.764
1999	$7,268,500			$19,945,200			$29,000,000	$4,200,000	$60,413,700		164.5	1.734
2000		$9,198,800			$425,000	$220,000	$1,465,000		$11,308,800		169.3	1.685
2001	$24,613,000	$61,922,700	$21,585,800		$986,800	$1,088,800	$17,468,300		$127,665,400		175.1	1.629
2002	$33,000,000	$800,000			$15,583,000	$13,308,000	$9,587,000		$72,278,000		178.2	1.601
2003		$40,000,000					$6,600,000		$46,600,000		182.1	1.566
2004		$2,400,000	$5,569,000					$21,000,000	$28,969,000		186.1	1.533
2005	$48,488,000	$5,000,000		$10,000,000		$15,743,000			$79,231,000	100.0	191.7	1.488
2006	$0	$6,100,000	$2,000,000	$0	$0	$0	$46,750,000	$0	$54,850,000	105.7		1.408
2007	$13,500,000	$2,500,000	$22,950,000	$0	$17,651,000	$0	$0	$0	$56,601,000	118.0		1.261
2008	$25,000,000	$43,111,000	$0	$0	$0	$0	$550,000	$0	$68,661,000	123.5		1.205
2009	$22,900,000	$0	$0	$13,851,000	$0	$3,000,000	$2,800,000	$21,305,000	$63,856,000	131.9		1.128
2010	$0	$0	$0	$0	$0	$35,000,000	$45,000,000	$29,000,000	$109,000,000	131.5		1.131
2011	$0	$14,000,000	$31,535,000	$0	$0	$0	$0	$3,000,000	$48,535,000	135.1		1.101
2012	$22,000,000	$0	$0	$0	$0	$0	$2,175,000	$0	$24,175,000	139.7		1.065
2013	$2,500,000	$1,000,000	$3,500,000	$2,000,000	$0	$500,000	$54,000,000	$0	$63,500,000	141.9		1.049
2014	$8,000,000	$26,500,000	$56,400,000	$0	$3,000,000	$1,000,000	$0	$0	$94,900,000	146.7		1.015
2015	$43,500,000	$11,250,000	$1,000,000	$0	$19,937,000	$3,000,000	$1,500,000	$3,250,000	$83,437,000	148.8		1.000
Total	**$269,318,600**	**$256,919,900**	**$159,710,800**	**$51,496,200**	**$65,889,800**	**$74,568,500**	**$221,946,600**	**$104,420,000**	**$1,204,270,400**			
Inflation Adj.	$361,700,851	$369,424,187	$200,026,070	$77,272,837	$87,834,953	$97,426,448	$297,134,124	$142,881,126	$1,633,700,596			
20 Yr Avg.	$18,085,043	$18,471,209	$10,001,304	$3,863,642	$4,391,748	$4,871,322	$14,856,706	$7,144,056	$81,685,030			

[1] US Bureau of Labor Staistics, Producer Price Index (PPI) for all new school building construction (2005=100), http://data.bls.gov/timeseries/PCU236222236222

[2] US Bureau of Labor Staistics, Consumer Price Index for all Urban Consumers, US City Average, All Items, Not Seasonally Adjusted (1982-84=100)

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January 13, 2016

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 November 13, 2015, Weber State University, Ogden, Utah (Attachment).

B. Grant Proposals
    1. University of Utah – DHHS National Institutes of Health; "Deans Innovator"; $2,235,000. Tara Lynn Deans, Principal Investigator.

    2. University of Utah – NIH National Heart Lung & Blook Inst; "Deans R01"; $1,862,500. Tara Lynn Deans, Principal Investigator.

    3. University of Utah – NIH Office of the Director; "AMD Sensor"; $1,500,000. Swomitra Kumar Mohanty, Principal Investigator.

    4. University of Utah – US Department of Energy; "Tungsten for Fusion Energy"; $1,194,631. Zhigang Zak Fang, Principal Investigator.

    5. University of Utah – NIH National Institute Neurology Disorders Stroke; "Astrocytes & Microglia"; $7,376,334. Karen S Wilcox, Principal Investigator.

    6. University of Utah – NIH National Institute on Drug Abuse; "Restoring Striatal Function"; $2,482,316. Kristen A Keefe, Principal Investigator.

    7. University of Utah – NIH National Cancer Institute; "PD-1 Checkpoint Therapy"; $2,242,303. Mingnan Chen, Principal Investigator.

    8. University of Utah – NIH Office of the Director; "New anti-Infective Agents"; $2,188,965. Jaclyn M Winter, Principal Investigator.

9. University of Utah – NIH National Institute Environl Hlth Sci; "TRPV3 and Lung Injury"; $1,862,500. Christopher A Reilly, Principal Investigator.

10. University of Utah – DHHS National Institutes of Health; "TRNA Modification"; $2,843,147. Kelly T Hughes, Principal Investigator.

11. University of Utah – DHHS National Institutes of Health; "MECH & BYNAM of Proton Pumping"; $2,235,000. Matthew T Keiber-Emmons, Principal Investigator.

12. University of Utah – DHHS National Institutes of Health; "Phenotype-Driven Drug Discover"; $2,235,000. Jennifer M Heemstra, Principal Investigator.

13. University of Utah – DHHS National Institutes of Health; "Complex Systems"; $1,845,350. Vahe Bandarian, Principal Investigator.

14. University of Utah – DHHS National Institutes of Health; "A Practical Small Molecule IMM"; $1,242,000. John C Conboy, Principal Investigator.

15. University of Utah – DHHS National Institutes of Health; "Self – and Social – Regulation" $3,489,627. Cynthia Berg, Principal Investigator.

16. University of Utah – NIH National Eye Institute; "Access to Navigational Spaces"; $1,483,242. Sarah Hope Creem-Regehr, Principal Investigator.

17. University of Utah – US Department of Defense; "Service Members' Cardio Health"; $1,046,623. Lisa Diamond, Principal Investigator.

18. University of Utah – US Department of Defense; "MORE: Targeting Chronic Pain"; $3,434,996. Eric L Garland, Principal Investigator.

19. University of Utah – NIH National Institute on Drug Abuse; "MORE: A RCT In Primary Care"; $2,900,490. Eric L. Garland, Principal Investigator.

20. University of Utah – DHHS National Institutes of Health; "COLOCARE R01"; $4,063,723. Cornelia Ulrich, Principal Investigator.

21. University of Utah – NIH National Inst Child Hlth &Human Dev; "Share R01 Project"; $3,702,969. Ken R Smith, Principal Investigator.

22. University of Utah – DHH National Institutes of Health; "Rosenblatt R01 RFA-RM-15-005"; $3,088,366. Jody Rosenblatt, Principal Investigator.

23. University of Utah – NIH National Cancer Institute; "Growth Cycle R01"; $2,660,755. Bradley Cairns, Principal Investigator.

24. University of Utah – DHHS National Institutes of Health; "Gertz-DP2-NIH"; $2,235,000. Jason Gertz, Principal Investigator.

25. University of Utah – NIH National Cancer Institute; "Gertz-DP2-NIH"; $1,862,500. Katharine S Ullman, Principal Investigator.

26. University of Utah – DHHS National Institutes of Health; "R01 MYC and Mondoa 10.05.2015"; $1,862,500. Donald E Ayer, Principal Investigator.

27. University of Utah – DHHS National Institutes of Health; "Stewart R01 Craniofacial"; $1,862,500. Rodney Stewart Phd, Principal Investigator.

28. University of Utah – NIH National Cancer Institute; "Epigenetic Counteraction"; $1,862,500. Srividya Bhaskara, Principal Investigator.

29. University of Utah – DHHS National Institutes of Health; "Iobio Transformative Re. R01"; $5,278,595. Gabor T Marth, Principal Investigator.

30. University of Utah – National Multiple Sclerosis Society; "Casper NMSS DCAC Renew Oct '15"; $3,000,000. Theron Charles Casper, Principal Investigator.

31. University of Utah – DHHS National Institutes of Health; "ID of Synergistic Drug"; $2,235,000. Jessica C.S. Brown, Principal Investigator.

32. University of Utah – DHHS National Institutes of Health; "Personalized Immunotherapy"; $2,235,000. Young-Wook Won, Principal Investigator.

33. University of Utah – DHHS National Institutes of Health; "Cellular Nutrient Compartment"; $2,235,000. Adam Lucas Hughes, Principal Investigator.

34. University of Utah – US Department of Defense; "Disease Severity for HHT"; $2,235,000. Kevin J Whitehead, Principal Investigator.

35. University of Utah – DHHS National Institutes of Health; "Using Computational Approaches"; $2,871,366. Gang Luo, Principal Investigator.

36. University of Utah – DHHS National Institutes of Health; "Heart Tube Formation"; $1,862,500. Yukio Saijoh, Principal Investigator.

37. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; "Glucose-Responsive Insulin"; $1,862,500. Hung-Chieh Chou, Principal Investigator.

38. University of Utah – DHHS National Institutes of Health; "Cadherin R01"; $1,862,500. Megan E Williams, Principal Investigator.

39. University of Utah – DHHS National Institutes of Health; "Polycystic Kidney Disease"; $1,862,500. Erhu Cao, Principal Investigator.

40. University of Utah – DHHS National Institutes of Health; "Sensorimotor Gating larv Zebfs"; $1,862,500. Adam Douglass, Principal Investigator.

41. University of Utah – DHHS National Institutes of Health; "Microbiota Regulation ERDR1"; $1,862,500. June Louise Round, Principal Investigator.

42. University of Utah – DHHS National Institutes of Health; "Aerosolized Nicotine"; $1,862,500. Lorise C Gahring, Principal Investigator.

43. University of Utah – Broad institute; "Rare Disease Genomics Tools"; $1,440,085. Aaron Quinlan, Principal Investigator.

44. University of Utah – University of California San Francisco; "Casper UCSF Sub Sept 2015"; $1,399,659. Theron Charles Casper, Principal Investigator.

45. University of Utah – DHHS National Institutes of Health; "Metadata Discovery to Support"; $1,322,276. Ramkiran Gouripeddi, Principal Investigator.

46. University of Utah – DHHS National Institutes of Health; "Autism: Beyond Diagnostic"; $1,117,500. Preston Thomas Fletcher, Principal Investigator.

47. University of Utah – NIH National Inst Arthrit Muscoskel Skin Dis; "YU R01 Renewal"; $1,862,500. Michael Seungchu Yu, Principal Investigator.

48. University of Utah – NIH National Heart Lung & Blood Inst; "HSU R01 Resubmission"; $1,862,500. Edward W Hsu, Principal Investigator

49. University of Utah – US Department of Energy; "Ultrasonic Biomass measurement"; $1,242,068. Mikhail Skliar, Principal Investigator.

50. University of Utah – National Science Foundation; "TAX4 Upgrade"; $1,872,354. Gordon B Thomson, Principal Investigator.

51. University of Utah – DHHS National Institutes of Health"; $1,862,500. Gary J Rose, Principal Investigator.

52. University of Utah – DHHS National Institutes of Health; "Fluorescent MRNA Labeling": $1,862,500. Jennifer M Heemstra, Principal Investigator.

53. University of Utah – DHHS National Institutes of Health; "Membrane Protein Turnover"; $1,862.500. Markus Babst, Principal Investigator.

54. University of Utah – DHHS National Institutes of Health; "ZBTB MBP/DNA Structure"; $1,862.500. Bethany Anne Koehntop, Principal Investigator.

55. University of Utah – DHHS National Institutes of Health; "Synaptic Strength"; $1,862.500. Andres Villu Maricq, Principal Investigator.

56. University of Utah – NIH National Inst of General Medical Sci; "2-Aminoimidazoles"; $1,490,000. Ryan E Looper, Principal Investigator.

57. University of Utah – National Science Foundation; "MRNA Decapping Complex"; $1,266,674. Leslie E Sieburth, Principal Investigator.

58. University of Utah – National Science Foundation; "PJ Woodland-Navajo Dynamics": $1,798,601. Brian Frank Coding, Principal Investigator.

59. University of Utah – National Science Foundation; "Dynamic Coupling": $1,783,744. Summer Burton Rupper, Principal Investigator.

60. University of Utah – DHHS National Institutes of Health; "Effect of Archaic"; $1,1,92,000. Alan R Rogers, Principal Investigator.

61. University of Utah – NIH National Cancer Institute; "The-Omics Era"; $6,257,930. Nicola J Camp, Principal Investigator.

62. University of Utah – NIH National Inst of General medical Sci; "Cell Adhesion Sites"; $2,398,865. Mary C Beckerle, Principal Investigator.

63. University of Utah – DHHS National Institutes of Health; "Varley – R01 (PQ3) – 10.29.15"; $1,862.500. Katherine Elena Varley, Principal Investigator.

64. University of Utah – DHHS National institutes of Health; "R01-Renewal – Nutrient Sensing"; $1,862,500. Donald E Ayer, Principal Investigator.

65. University of Utah – DHHS National Institutes of Health; "Host-Microbiota interactions"; $6,610,875. Ryan M O'Connell, Principal Investigator.

66. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; "CIHD Ctr of Iron/Hem Disorders"; $4,190,184. John Dearborn Phillips, Principal Investigator.

67. University of Utah – NIH National heart Lung & Blood Inst; "Sepsis Oct 15 Resub"; $3,607,210. Dean Y Li, Principal Investigator.

68. University of Utah – NIH National Inst child Hlth & Human Dev; "NKOY R01 Resub Nov 2015"; $3,472,862. Flory Lumu Knoy, Principal Investigator.

69. University of Utah – DHHS Public health Service; "Atrial Fibrillation"; $3,060.320. Ravi Ranjan, Principal Investigator.

70. University of Utah – NIH National Inst of General Medical Sci; "Tristani-Firouzi R01-R Oct 15"; $2,924,406. Martin Tristani-Firouzi, Principal Investigator.

71. University of Utah – DHH National institutes of Health; "Microbial Pathogenesis"; $2,852,431. John D Kriesel, Principal Investigator.

72. University of Utah – US Department of Defense; "Early Sacral Nerve Stimulation"; $2,409,16. Jeremy B Myers, Principal Investigator.

73. University of Utah – DHHS National Institutes of health; "Impact of intestinal Infection"; $2,235,000. Daniel Ted Leung, Principal Investigator.

74. University of Utah – DHHS National Institutes of Health; "Nanometer Interrogation"; $2,235,000. Jason Dennis Shepherd, Principal Investigator.

75. University of Utah – University of Illinois at Chicago; "Erythropoiesis at High Altitude"; $2,150,495. Josef Tomas Prchal, Principal Investigator.

76. University of Utah – NIH National Eye Institute; "ADGRV1 Function"; $1,862,500. Jun Yang, Principal Investigator.

77. University of Utah – DHHS National Institutes of Health; "Diaphragm and CDH"; $1,862,500. Gabrielle Kardon, Principal Investigator.

78. University of Utah – DHHS National Institutes of Health; "ARC-Dependent Synaptic"; $1,862,500. Jason Dennis Shepherd, Principal Investigator.

79. University of Utah – DHHS National Institutes of Health; "ADAR RNA Editing Enzymes (A2)"; $1,862,500. Brenda L Bass, Principal Investigator.

80. University of Utah – NIH National Institute of Diabetes Digest Kidney Disease; "Receptor-Mediated Prorenin"; $1,862,500. Yufeng huang, Principal Investigator.

81. University of Utah – DHHS National Institutes of Health; "Microglia in Experimental Glau"; $1,862,500. Monica L Vetter, Principal Investigator.

82. University of Utah – DHHS National Institutes of Health; "Epigenetic Effects on Alpha7"; $1,862,500. Scott W Rogers, Principal Investigator.

83. University of Utah – DHHS National Institutes of Health; "Thiocarbamate/Metal Chelates"; $1,862,500. Paul J Shami, Principal Investigator.

84. University of Utah – DHHS National Institutes of Health; "Glioma Progression"; $1,862,500. Lin Eric Huang, Principal Investigator.

85. University of Utah – US Department of Defense; "Sleep Dysfunction Veterans"; $1,788,000. Jeremiah Alt, Principal Investigator.

86. University of Utah – US Department of Defense; "Oottamasathien DOD Oct 2015"; $1,750,082. Siam Oottamasathien, Principal Investigator.

87. University of Utah – DHHS National Institutes of Health; "Mirobial path T21 Grant"; $1,741,430. Matthew A Mulvey, Principal Investigator.

88. University of Utah – DHHS National Institutes of Health' "mouse Model of Medullovlastoma"; $1,490,000. Daniel Webster Fults III, Principal Investigator.

89. University of Utah – Progenity, Inc; "Pro-104-Preclampsia"; $1,465,936. Erin Anne Shaw Clark, Principal Investigator.

90. University of Utah – US Department of Defense; "Increased Oxidative Stress"; $1,300.485. Josef Tomas Prchal, Principal Investigator.

91. University of Utah – Army Medical Research Acquisition Activity; "Myeloproliferative Neoplasms"; $1,300,485. Josef Tomas Prchal, Principal Investigator.

92. University of Utah – National Science Foundation; "Subvellular Lumen Formation"; $1,192,000. Mark M Metzstein, Principal Investigator.

93. University of Utah – National Science Foundation; "DNA Engineering"; $1,156,274. Luca Brunelli, Principal Investigator.

94. University of Utah – University of Kentucky; "Epigenetic Determinants"; $1,113,054. Paul N Hopkins, Principal Investigator.

95. University of Utah – Gilead Sciences; "RSV VP/MT QUANT"; $1,069,695. Anne Jeannette Blaschke-Bonkowsky, Principal Investigator.

96. University of Utah – Dartmouth College; "Information Extraction"; $1,023,466. Wendy W Chapman, Principal Investigator.

97. University of Utah – NIH National Inst of General Medical Science; "Febio: Finite Elements Biomech"; $2,086,000. Jeffrey A Weiss, Principal Investigator.

98. Utah State University – NASA Jet Propulsio Laboratory; "Jet Propulsion Laboratory (JPL) Defense Advanced Research Projects High Frequency Research (DHFR) Test Bed"; $1,939,759.26. Tim Neilsen, Principal Investigator.

99. Utah State University – Raytheon Corp General; "Ground Segment Modernization Program"; $-90,564.00. Shan Jenkins, Kirk Larsen, Principal Investigator.

100. Utah State University – Air Force; "Steelhead"; $3,994,484. Don Thompson, Principal Investigator.

101. Utah State University – Information Systems Laboratories, Inc.; "Defense Advanced Research Projects Agency (DARPA) SHFT – Information Systems Laboratories (ISL) Support"; $6,969,891.79. Tim Neilsen, Principal Investigator.

102. Utah State University – Southwest Research institute; "Winds from Hyperspectral Infrared Sounding Passive Environmental Radiometer"; $20,283,432. Tim Neilsen, Principal Investigator.

103. Utah State University – Colorado State University; "Temporal Experiment for Storms and Tropical Systems demonstration (TEMPEST-D)"; $2,348,157. Tim Neilsen, Principal Investigator.

104. Utah State University – Air Force Research Laboratory; "Defense Intelligence Information Enterprise (DI2E)"; $7,382,396. Dean Mathias, Principal Investigator.

105. Utah State University – University of California at Berkeley; "Earth's Radiation Imbalance System"; $5,792,997. Tim Neilsen, Principal Investigator.

106. Utah State University – Misc Federal Sponsors; "Remote Global GEOINT Ground Task Order 8-Marine Corps Fiscal Year 15-16"; $1,035,723. Seth Putnam, Principal Investigator.

C. Awards

1. University of Utah – NIH National Insti Biomedical Imaging & Bioeng; "Prisms Informatics Center"; $5,519,664. Katherine A Sward, Principal Investigator.

2. University of Utah – Bristol-Myer S Squibb; "BMS 209-227"; $1,173,518. Wallace Akerley, Principal Investigator.

3. University of Utah – Corp for National and Community Service; "SIF Pay for Success"; $2,399,813. Jeremy Keele, Principal Investigator.

4. University of Utah – NIH National Inst of General Medical Sci; "Structural Biology Center for HIV/Host Interactions in T"; $4,419,212. Wesley I Sundquist, Principal Investigator.

5. University of Utah – NIH National Institute on Drug Abuse; "ABCD-PRISM"; $1,343,463. Deborah Ann Hurgelun-Todd, Principal Investigator.

6. University of Utah – NIH National Institute of Biomedical Imaging & Bioeng; "Communal Feedback"; $2,235,000. Jakob Daniel Jensen, Principal Investigator.

7. University of Utah – Army Research Office; "Minteer Muri Multistep Catalys"; $1,274,334. Shelley D Minteer, Principal Investigator.

8. University of Utah – HRSA Emergency Med Srvcs Chld Natl Resr Ctr; "Emergency Medical Services for Children Data Coordinating"; $3,000,001. Michael J Dean, Principal Investigator.

9. University of Utah – DOT National Highway Traffic Safety Admin; "Nemsis Tac"; $1,500,000. Newell C Mann, Principal Investigator.

10. University of Utah – St Jude Medical; "DECAAF II"l; $1,066,097. Nassir F Marrouche, Principal Investigator.

11. Utah State University – Misc Federal Sponsors; "Remote Global GEOINT Ground Task Order-Mobile CubeSat Command and Control Ground Stations Software and Classroom MC3 Hardware"; $1,235,000. Jim Perry, Principal Investigator.

12. Utah State University – Air Force Space and Missiles Command; "Mission Data Processing for Wide Field of View Testbed"; $2,000,000. Kenny Reese, Principal Investigator.

D. Academic Items Received and Approved
   1. New Programs
      - The University of Utah – Minor in Printmaking
      - The University of Utah – Minor in Sculpture/Intermedia
      - The University of Utah – Minor in Strategic Communication
      - Snow College – Certificate of Proficiency in Chassis and Climate Control
      - Snow College - Certificate of Proficiency in Diesel Chassis and Electrical Systems
      - Snow College - Certificate of Proficiency in Diesel Drivetrain and Climate Control
      - Snow College - Certificate of Proficiency in Diesel Engine Performance
      - Snow College - Certificate of Proficiency in Diesel Engines and Hydraulics
      - Snow College - Certificate of Proficiency in Electrical Systems and Automatic Transmissions
      - Snow College - Certificate of Proficiency in Engine Performance
      - Snow College - Certificate of Proficiency in Engines and Drivetrains
      - Dixie State University – Emphasis in Communication Studies in Integrated Studies
      - Dixie State University – Emphasis in Digital Film Production in Integrated Studies
      - Dixie State University – Emphasis in Media Studies in Integrated Studies
      - Dixie State University – Minor in Communication Studies
      - Dixie State University – Minor in Media Studies

   2. New Center
      - The University of Utah – Center for Engineering Innovation
      - The University of Utah – University of Utah Robotics Center

   3. New Institute
      - Southern Utah University – Experiential Learning Leadership Institute

   4. Program Transfer

- The University of Utah – Athletic Training Education Program

5. Name Change
     - The University of Utah – Alcohol and Drug Abuse Treatment Training Program to Substance Use Disorder Treatment Training Certificate Program
     - The University of Utah – Department of Radiology to Department of Radiology and Imaging Sciences

6. Administrative Unit Restructure/Consolidation
     - The University of Utah – Department of Ballet and Department of Modern Dance to School of Dance

7. Discontinuation
     - Utah Valley University – Associate of Applied Science in Accounting
     - Dixie State University – Minor in Communication

8. Three-Year Review
     - Southern Utah University – BA/BS in Communication – Reduction in Number of Emphases
     - Southern Utah University – Master of Public Administration – New Emphases
     - Southern Utah University – Shakespeare Studies Minor
     - Southern Utah University – Women & Gender Studies Minor

9. Five-Year Review
     - Dixie State University – Communication Program
     - Dixie State University – English Program
     - Dixie State University – Dental Hygiene AAS Program
     - Dixie State University – Dental Hygiene BS Program

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David L. Buhler
Commissioner of Higher Education

DLB/LO
Attachment

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

COMMITTEE OF THE WHOLE
MINUTES

Regents Present   Regents Absent
Daniel W. Campbell, Chair   Jefferson Moss
France A. Davis, Vice Chair   Robert W. Prince
Nina R. Barnes   Harris H. Simmons
Jesselie B. Anderson   Joyce P. Valdez
Bailey Bowthorpe
Leslie Brooks Castle
Wilford W. Clyde
Marlin K. Jensen
Patricia Jones
Steven Lund
John H. Zenger
Robert S. Marquardt
Steve Moore
Mark R. Stoddard
Teresa L. Theurer
Jack Zenger

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
Ruth Watkins on behalf of David W. Pershing, University of Utah
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
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.

Vice-Chair Davis called the meeting to order at 1:00 p.m. He excused the Regents who were absent and thanked those present. Moved to President Wight for the State of the University report.

<u>State of the University</u>

President Wight gave a report on the state of Weber State University, recognizing the "people" at the university and their passion to serve students, stating "Weber helps students transform their lives for good". He noted they added two new master degrees this last year; Computer Engineering and Nursing, highlighting the fact the nursing program at Weber is the largest in the state and 7th largest in the country. President Wight mentioned the Dream125 campaign and said they have already reached their goal of raising 125 million dollars, even though the campaign doesn't officially end until June 30, 2016. Weber has received several accolades this year including; The Chronicle of Higher Education announced Weber is a great institution to work for; In October LUPEC (Latinos United Promoting Education and Civic Engagement) recognized Weber for their work with the Hispanic and Latino communities; The Princeton Review recognized Weber as one of the best regional colleges in the west; New York Life and the Washington Center choose Weber as one of five recipients for their higher education award for civic engagement; Weber's Facility Management Team received the APPA 2015 award for excellence. President Wight recognized a new campus, Weber State Farmington Station. He also covered areas they are working on to increase completion rates.

He closed with a new positioning statement "We are Weber. We put teaching first. We forge strong connections. We are dedicated and resourceful, down to earth, and forward thinking. We know how to challenge you and we care enough to do it. We are proudly rooted in our community while we pioneer beyond boundaries. We are unique in our ability to welcome everyone who has a dream to learn, to grow, to lead, to excel, to find their passion, to provide for their family. And we offer the personalized opportunities, experiences and support to transform that dream into reality. Our doors and our minds are open".

Vice-Chair Davis thanked President Wight and his team for their work.

<u>Resolution for Ken Anderton, former Chair of the Board of Regents</u>

Chair Campbell read a resolution in appreciation for Ken Anderton and his years of service to the Board of Regents, recognizing his passing on October 23, 2015, and offering sincere condolences to his entire family. **Chair Campbell moved to adopt the resolution, it was seconded and the motion carried unanimously.**

<u>Remarks from Dr. Jimmy Clark, representing the Lumina Foundation Strategy Labs</u>

Dr. Clark explained Strategy Labs works with state policy makers to assist and provide resources. Lumina has asked Utah to provide a state advisor. This is to allow Lumina to use Utah's experiences and share with other states. A few examples of what they do are; provide evidence based research upon request, facilitating events, providing speakers on particular subjects. They work to advance state teams to work together and share peer learning. Lumina recognizes each state has different needs, but believes they can learn from each other.

<u>General Consent Calendar</u> (TAB V)

Vice-Chair Davis asked for a motion to approve, the motion moved and was seconded; the following items were approved on the Regents' General Consent Calendar:
    A. <u>Minutes</u> – Minutes of the Board meeting September 17 & 18, 2015, Utah State University.
    B. <u>Grant Proposals</u>
    C. <u>Awards</u>

   D.   Academic Items Received and Approved

Reports of Board Committees

Academic and Student Affairs Committee

Regent Theurer noted they had no action items. There was a lot of discussion on the following information only items:
Chief Student Affairs Officers Presentation
Regent's and New Century Scholarships Report (TAB A)
USHE Conference for School Administrators and Counselors Report (TAB B)
USHE Completion Report (TAB C)
Institutional Completion Update – Weber State University (TAB D)
"Expect the Great" Conference (TAB E)
High School Feedback Reports (TAB F)

Vice-Chair Davis followed up with comments regarding "Expect the Great" and noted it was a fantastic program and thanked President Wight and his team for hosting the event.

Finance/Facilities Committee

Weber State University – Campus Master Plan (TAB G)
Regent Marquardt noted Weber is making significant impact on their entire region and the Ogden campus has transformed over the years and is a phenomenal facility. **Regent Marquardt moved to approve as outlined in TAB G, the motion was seconded and the motion carried**.

2015-2016 USHE Performance Based Funding Initiatives (TAB H)
Regent Marquardt noted this year Senate Bill 232 passed the performance based funding with a 9 million funding price tag on it. All institutions have submitted their recommendations and the detail can be viewed in TAB H. **Regent Marquardt recommended approval as outlined in TAB H, the motion was seconded and the motion carried.**

2015-2016 USHE Research Universities Graduate Program Support (TAB I)
Regent Marquardt noted the legislation appropriated 4 million dollars, which is allocated 60% to University of Utah and 40% to Utah State University. **Regent Marquardt moved to approve as outlined in TAB I, the motion was seconded and the motion carried**.

Utah State University – Space Dynamics Laboratory Phase II (Non-State Funded Capital Development Project) & Accompanying Revenue Bond Authorization Request (TAB J)
Regent Marquardt noted this is for up to a 12 million dollar project and 37,500 square feet. He also noted this has been a very successful program in phase I and they are ready to move on to phase II. **Regent Marquardt moved to approve as outlined in TAB J, the motion was seconded and the motion carried.**

Utah State University – Property Acquisition and Revenue Bond Authorization Request (TAB K)
Regent Marquardt noted this is for authorization to purchase a 2.5 acre property with three student apartment buildings and a 2.5 acre ground lease for 20 million dollars. This is being referred to as the Blue Apartments. **Regent Marquardt moved to approve as outlined in TAB K, the motion was seconded and the motion carried**.

University of Utah – Rice Eccles Stadium Video Scoreboard Replacement (TAB L)
Regent Marquardt noted the existing scoreboard is over 10 years old and the new scoreboard is very large and impressive at 120 by 90 feet. The project comes at a cost of 13.5 million, with 8.6 million for the video scoreboard and 4.9 million for the sound system. All funds will be provided by the athletic department and auxiliary services. **Regent Marquardt moved to approve as outlined in TAB L, the motion was seconded and the motion carried.**

Dixie State University – Request for approval to create the position of general counsel. (TAB M)
Regent Marquardt noted this follows as most other intuitions have already done and recommended approval as outlined in TAB M, the motion was seconded and the motion carried.

USHE – Fall 2015 Third-week Enrollment Report (TAB N)
Regent Marquardt noted USHE institutions reported an increase of 2.06 compared to 2014 and an increase of 2.79 in total FTE. This is an information item only; no action was taken.

Regent Marquardt noted other reports were reviewed including:
USHE – Annual Report on Leased Space (TAB O)
USHE – Institutional Residences Annual Report (TAB P)
Both items are information only; no was action taken.

USHE – Annual Grants & Contracts Report (TAB Q)
Regent Marquardt stated this report is noteworthy. The institutions collectively have received over 650 million dollars in FY2015. This item is information only; no action was taken.

University of Utah – Acquisition of Heritage Preserve Property (TAB R)
Regent Marquardt noted this property is located in Red Butte Canyon. The university had encroachment issues with an adjacent homeowner. They have come to a settlement and the university will receive 5 acres and $225,000 for the benefit of Heritage Preserve. This is information only and no action was taken.

Utah Valley University – Wasatch Campus Lease to Wasatch School District (TAB S)
Regent Marquardt noted the university has entered into a lease agreement with Wasatch School District for 8200 square feet of space for an advanced professional studies center to provide high school students with career exploration opportunities.

Utah State University – Series 2015 Student Fee and Housing System Revenue Bond (TAB T)
Regent Marquardt noted this is for a new student residence hall to replace Valley View Residence Hall. The bond closed on September 23, 2015. This is information only and no action was taken.

<u>Utah State University – Series 2015 Federally Taxable Research Revenue Bond </u>(TAB U)
Regent Marquardt noted this is for phase I of the Space Dynamics Laboratory. This is information only and no action was taken.

Vice-Chair Davis turned the time over to Commissioner Buhler. Commissioner Buhler asked the regents and presidents to review the legislative briefing dates and see which of those they can attend. He also referenced the Commissioner's legislative kick-off meeting scheduled for January 15, 2016 as well Higher Education Day at the Capitol, which is February 19, 2016.

It was moved by Regent Stoddard and seconded 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 **3:25 p.m**.

_____
Loreen Olney
Executive Secretary

Date Approved: January 22, 2016

TAB CC

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Adoption of Board of Regents Strategic Plan 2025

Background

A core purpose of the State Board of Regents as provided by statute is "to provide a high quality, efficient, and economical public system of higher education through centralized direction and master planning" (Utah Code Annotated, 53B-1-101). On January 23, 2015, the Board of Regents adopted updated strategic objectives for the Utah System of Higher Education: *Affordable Participation*, *Timely Completion*, and *Innovative Discovery*. The Board further directed the Commissioner during 2015 to prepare a new long-range higher education strategic plan based on these strategic objectives. Also in 2015, Governor Gary Herbert and the Governor's Commission on Educational Excellence began a strategic planning process for all of education, PK-16+ to include the plan adopted by the Board of Regents.

During 2015 several drafts of a new plan have been shared with Regents and Presidents. A draft of the plan was also disseminated to the public and higher education stakeholders on November 17, 2015, and an opportunity was provided for their comment and suggestions. The purposes of the updated plan are:
- To articulate the importance of higher education to benefit the state of Utah and individual Utahns.
- To focus on key challenges and issues facing Utah higher education.
- To set goals and metrics to measure progress over the next decade.
- To show the increase in funding needed from the state in order to achieve these objectives.

A copy of the draft ten-year strategic plan is attached.

Issue

The Utah State Board of Regents Strategic Plan 2025, *Utah: A State of Opportunity;* addresses the following:

Utah is at a crossroads. It is in the midst of developing a strong technology and start-up sector, and continually ranks as the top state for business, career opportunity and economic competitiveness. But Utah's workforce demands are rapidly changing and today's jobs require an increasing amount of postsecondary education and training. And the benefits of a higher education are well-documented: increased wages; less poverty and unemployment; increased health and volunteerism; and increased overall quality of life.

In order for the state to maintain its upward trajectory, postsecondary education is critical.

Higher education in Utah is facing key issues:

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

- USHE needs to increase capacity to serve 50,000+ new students by 2025; and
- USHE needs to increase the educational attainment of Utahns to meet workforce demand.

In January 2015, the Board of Regents adopted the following long-term objectives for higher education in Utah to provide a strategic and intentional focus on USHE priorities, programs, and initiatives to address the aforementioned key higher education issues:
- Affordable Participation
- Timely Completion
- Innovative Discovery

To measure improvement in these areas, USHE is setting ambitious ten-year goals, the progress of which will be measured through specific metrics and will be reported to the Board of Regents annually:

Affordable Participation

| *Goal:* Increase the number of Utahns who decide to access, are prepared for, and succeed in higher education. | *Metric:* Increase the percentage of Utah high school graduates enrolling in college within 5 years to 75% by 2024-25. |

Timely Completion

| *Goal:* Increase the percentage of students who persist in and graduate from higher education. | *Metric:* Increase degree productivity to 28 awards per 100 FTE by 2024-25. |

Innovative Discovery

| *Goal:* Encourage innovation as a core value at each USHE institution, in keeping with its distinct mission. | *Metric:* Regularly assess student involvement in high impact learning practices. |

In order to meet these goals, it is estimated that a consistent annual investment of 5.2% in appropriated state funds is needed. (This is 30% above the ten-year historical average of 4%.) This investment in higher education would have a large return for the state: USHE graduates will contribute more than $150 billion to Utah's economy over the next decade.

The path forward is clear: Utah must make higher education a funding priority in order for the state to become a prosperous leader in the economy of tomorrow.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Board of Regents approve the Utah State Board of Regents Strategic Plan 2025, *Utah: A State of Opportunity.*</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB
Attachment

Utah: A State of Opportunity

Utah State Board of Regents Strategic Plan 2025

Utah is at a crossroads.

With the youngest population in the nation and a quickly growing economy, Utah is full of opportunity. The state is in the midst of developing a strong technology and start-up sector[1], and continually ranks as the top state for business, career opportunity[2], and economic competitiveness.[3]

In order for the state to maintain its upward trajectory, postsecondary education is critical.

There was a time when well-paying jobs were plentiful for high school graduates. No more. The workplace demand for a high school diploma has plummeted[4] as today's jobs require an increasing amount of postsecondary education and training.[5] Employers value a talent force that is not only technologically savvy but also adept at the soft skills critical to workplace success, such as communication, critical thinking, and social awareness. Both the hard and soft skills learned in college are more important than ever.[6]

Utah's workforce demands are changing rapidly. While recent accolades demonstrate how Utah has effectively responded to these economic changes, challenges still loom for the state to successfully prepare and educate the workforce of the future:

- The state's labor supply is ranked third in the country as part of its recent recognition as the #1 Best State for Business by *Forbes* Magazine.[7]
- The Provo-Orem area is among the top three regions that have led the country in percentage of job growth in both healthcare and IT jobs requiring community college training since 2001.[8]
- By 2017, an estimated 2.5 million new middle-skill jobs—requiring some type of postsecondary training—will be added to the workforce in the United States, accounting for nearly 40% of all job growth. The Salt Lake Metropolitan area is one of four regions in the country where livable-wage, middle-skill jobs requiring postsecondary training will be the primary driver for overall job growth.[9] These middle-skill jobs are expected to account for nearly half of all new jobs.
- The Georgetown Center on Education and the Workforce projected by 2018, 66% of all jobs in Utah would require some type of postsecondary training.[10] This led to the state of Utah setting an aspirational attainment goal of 66% of Utah adults having a degree or certificate by the year 2020.

Benefits of Higher Education

In addition to economic benefits, a college education is the primary factor that leads to a high quality of life, vibrant communities, and stable family life for Utah's population. And Utahns believe in the benefits of higher education as well: Envision Utah, a Utah-based public-private partnership focused on long-term growth strategies, recently concluded from its statewide survey of 50,000 respondents that "Utahns believe education allows them and their children to have more opportunities, earn a better living, and achieve a higher quality of life. They also view education as a key to developing a better, safer community with better citizens."[11]

Economic Stability
Utahns with a bachelor's degree will earn 40% more annually, with estimated lifetime earnings $830,000 higher[12] than those with a high school diploma—an approximate 33% return on investment for a college education.

Quality of Life
A more educated population improves the overall quality of life through reduced crime, reduced dependence on public assistance programs, increased volunteerism,[13] and increased family stability. According to the Utah Department of Workforce Services, 74% of adults living in intergenerational poverty lack an education beyond high school.[14] A college certificate or degree is a critical stepping-stone to helping families break the cycle of intergenerational poverty.

Individual and Public Health
Education is now considered "a key element of U.S. health policy, and a major concern for current and future physicians."[15] Such benefits are not only good for the individual, but result in an overall benefit to a state's economy by reducing costs to public assistance programs and costs related to incarceration.[16] Put simply, the higher the level of education, the greater the individual income. With that income, there is an increased likelihood of accessing quality healthcare, more time to address health-related needs, and greater knowledge and ability to monitor one's health.

Key Issues in Utah Higher Education

Eight out of ten Utah high school graduates who go to college attend one of Utah's public colleges or universities, making the Utah System of Higher Education (USHE) the primary workforce pipeline in the state. Utah's economic vitality and quality of life rests heavily on the ability of USHE institutions to support their students in earning a degree or certificate.

Increasing capacity to serve 50,000+ new students by 2025

The number of students enrolling at Utah's public colleges and universities is projected to increase by an estimated 50,000 by 2025[17]—the equivalent of the 2014-15 student bodies at the University of Utah, Southern Utah University, and Dixie State University combined. It will be a significant challenge to grow capacity academically (faculty, course sections, and support staff), physically (capital facilities, infrastructure), and virtually (information technology resources) to keep pace with such rapid enrollment growth over the next decade.

USHE Student Enrollments 2000–2024

By 2025, USHE student growth is expected to surpass the number of students in the 2014-15 student bodies at the University of Utah, Southern Utah University, and Dixie State University *combined*.
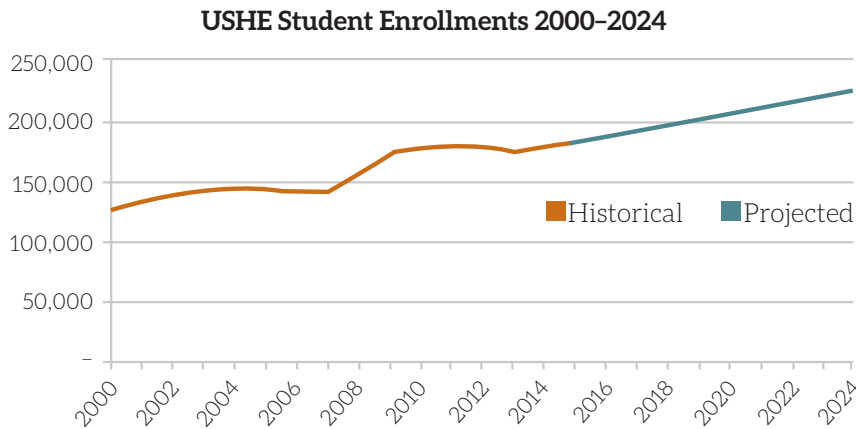
Increasing educational attainment of Utahns to meet workforce demand

A recent analysis by the Utah Foundation reported the educational attainment of Utah's labor pool is below the national average.[18] Moreover, the report found over two-thirds of companies surveyed experienced some level of difficulty finding enough skilled or qualified employees. Currently, there is a stark higher education achievement gap[19] between income groups[20] and also between majority/minority communities in Utah.[21] As more first generation college students come to college campuses in the coming years, these students will generally require greater engagement and support to prepare for, progress through, and complete college. And continued attention is needed to ensure Utah women have the same opportunities and support as men to achieve higher educational attainment, specifically graduate degrees.[22]

Critical Questions for Utah's Future

State and higher education leaders must address two critical questions:

Will Utah build upon recent successes and more fully become a state of opportunity and a prosperous leader in the global economy?

Or, is Utah satisfied with being in the middle of the pack among states in the percent of its population with a college education?

How state and higher education leaders answer these questions will define the role of public higher education in helping Utahns realize their dreams of a prosperous future for generations to come.

Strategic Objectives

In January 2015, the Board of Regents adopted the following long-term objectives for higher education in Utah, to provide a strategic and intentional focus on USHE priorities, programs, and initiatives to address these key higher education issues:

Affordable Participation
Increase the number of Utahns who decide to access, are prepared for, and succeed in higher education.

Timely Completion
Increase the percentage of students who persist in and graduate from higher education.

Innovative Discovery
Encourage innovation as a core value at each USHE institution, in keeping with its distinct mission.

Affordable Participation

Access and Participation

As a percent of population, Utah has a larger share of young people under age 18 than any other state, at 30.9% compared to 23.3% for the U.S. Utah has the highest birth rate in the nation, is the fourth-fastest growing state in population,[23] and has the seventh-fastest growing economy.[24] Approximately two-thirds of Utah high school graduates attend college within five years of graduation.[25] Assuming just the current college participation rate, the number of students seeking a higher education in USHE is expected to grow by nearly 50,000 students in the next ten years,[26] if there is the capacity to serve them.

There is a gap, however, in participation between ethnic/racial majority and minority students, as well as between low-income students and those who are not low-income:

- While enrollment of Latino students in USHE institutions has increased 231% in the past decade—making it the fastest growing minority—overall college participation among Utah Latino high school students consistently lags the state average by approximately 20%.[27]
- In Utah, the college completion rate among ethnic/racial minority students is approximately half that of white students.[28]
- The percentage of K-12 students on free and reduced student lunch has increased from 33.2% in 2000-01[29] to 59% in 2012-13.[30] The college participation rate of students on free and reduced lunch is approximately 20% lower than for those not on free and reduced lunch.[31]

Unless a larger percentage of the rapidly growing minority segment of the state's population participates in higher education, the state educational attainment levels will fall in relation to other states, with severe consequences for the state's economy. Increasing college participation rates, especially among underserved, first-generation and non-traditional students, requires greater investment in student support.

In addition to the challenges of engaging and assisting students without prior family knowledge of college, USHE institutions are already dealing with capacity challenges, having added almost 60,000 new students since 2000. It will be a significant challenge to substantially grow capacity academically, physically, and virtually to maintain this expected enrollment growth.

2/3
Of Utah high school graduates attend college within five years of graduation

231%
Increase in Latino student enrollment at Utah's public colleges and universities in the last decade. College participation among these students still lags the state average by 20%.

College Preparation

In recent years, the Utah State Board of Education, responsible for K-12 education, has increased learning standards to better prepare students for college, career, and life in an increasingly complex world. Preparation for college, particularly in math and English, enables students to progress through their college work without spending time "catching-up" in remedial courses.

The Board of Regents has developed outreach partnerships with K-12 via its StepUp to Higher Education initiative to encourage K-12 students to see themselves as college material and prepare for higher education academically and financially. StepUp programs include the legislatively-funded Regents' Scholarship, the Utah Scholars Initiative, concurrent enrollment, a statewide conference for school counselors, and events throughout the state for Utah parents and students. So far, StepUp to Higher Education has partnered with 27 of the 41 state school districts.

In addition, in 2014, the Board of Regents adopted specific math recommendations[32] for high school students preparing for college to help set clear expectations for success. The Board of Regents and the Utah System of Higher Education support and encourage further efforts in K-12 to increase college level academic preparation.

Affordability

Tuition at Utah's four-year public institutions is the third-lowest in the nation.[33] Even so, affordability is an issue of concern, particularly for Utahns, given larger family sizes (3.12 persons per household, compared with 2.63 nationally)[34] and thus the likelihood of more students attending college from the same family.

State spending per student in USHE decreased since 2008, reflecting the revenue shortfalls during the 2009-11 recession at the same time enrollments surged. As a result, more of the cost of a higher education is now paid through student tuition. Since the recession, state support has increased, but as enrollments and costs also increase it will be crucial that state support keeps pace.

Timely Completion

Currently two out of five USHE students complete a four-year degree within six years; half complete within eight years. National data are clear that the longer it takes to complete a degree, the more expensive completion becomes and the less likely the student is to finish.[35]

Increasing the number of students who successfully complete a degree or certificate in a timely manner has been an explicit goal of the Board of Regents for nearly a decade. In July 2013, the Board passed a College Completion resolution, identifying five specific strategies proven to increase college success and graduation rates. USHE presidents and their administrations and faculty have taken the Board's charge seriously and have been implementing these strategies and annually updating goals for each. The five completion strategies are:

1. Establish 30 credits per year (15 per semester) as the normal full-time course load for students.
2. Maintain plateau tuition levels with a focus on 12 to 15 credit hours to help students maximize their tuition dollars and their time.[36]
3. Create semester-by-semester degree program maps with specific recommended courses each semester through a guided pathways initiative that defines meta-major clusters, appropriate math early in college, and block scheduling to make courses more accessible.
4. Encourage students to enroll in an appropriate math course their first year in college. Transition students from remedial to credit-bearing math within three semesters. Emphasize Math 1030/1040/1050 as a preferred concurrent enrollment option for high school students who are prepared to succeed in college math.
5. Implement reverse transfer/stackable credentials where feasible.[37]

Great progress has been made in implementing these strategies, but continued work needs to be done around completion and guided pathways for students.

Utah leads the nation in the percentage of its population with "some college, no degree,"[38] but Utah should aspire to lead the nation, as it once did, in the percentage of its population *with* a college degree. Wage data and numerous state and national studies are clear: The greatest economic return comes from completing a certificate or degree, rather than amassing college credits alone.

About 50% of USHE students graduate with a bachelor's degree after eight years, less than the national average of 59% in six years.

Innovative Discovery

As a "knowledge enterprise," higher education provides students an opportunity to discover and learn—and become lifelong learners. At its core is the creation and dissemination of knowledge for the benefit of its students and society as a whole.

Employers are highly focused on innovation, and employees need a broader set of skills than in the past, prioritizing critical thinking, communications, and complex problem solving skills.[39] Each USHE institution seeks to help students on a journey of discovery as they learn more about themselves, their individual potential, the society in which they live, how to be productive and contributing members of society, specific skills and knowledge, and critical analytical skills. Practically speaking, these skills have never been more important than they are today in 21st century America and the globally competitive economy.

Utah is fortunate to have among its public higher education institutions two Research I universities that emphasize discovery and its application for the advancement of society. In 2014-15, USHE institutions received $656 million in outside grants, primarily for research purposes at the University of Utah and Utah State University. These funds reflect the critical role research plays in the state's economy, as well as in the quality of instruction and experiential opportunities for students.

USHE institutions with open-access missions provide students at all levels of preparation an opportunity to better their lives through education and training. Open-access institutions embrace a community college role and provide career and technical education to help prepare students for entry-level employment.

In this changing and competitive world, higher education must also be innovative to leverage state and student resources. This includes continuing to find ways to provide a quality higher education efficiently and effectively. Innovation is evident at each institution in changes to delivery methods, placing new emphasis on student engagement and experiential learning, as well as keeping current in new developments in a myriad of academic disciplines.

While USHE has a well-articulated general education curriculum with common course numbering and annual meetings of faculty leaders from the general education disciplines, continued efforts are needed. These include encouraging innovative instructional design and pedagogy, maintaining consistency in quality of general education courses, and embracing technological opportunities to improve student learning.

$656 million

USHE institutions brought $656 million to the state in research and other grant funds in 2014-15.

The Plan: A Statewide Strategy to Maximize Opportunity, Improve Results and Ensure Quality

Clearly, Utah must increase the proportion of its population with a college education to build state prosperity into the future. This can only be accomplished by ensuring higher education remains accessible and affordable for Utahns; guiding students toward graduating in a timely manner; and giving students the opportunity to discover, learn, and engage with their communities, employers, and the world around them through state-of-the-art technology and instructional design.

Recognizing these crucial crossroads and the role higher education can play in ensuring Utah sets a path for a successful tomorrow, the Board of Regents and the Utah System of Higher Education have developed a ten-year strategic plan, which focuses on measurable results, action needed to achieve those results, and necessary investments in higher education to support those strategies.
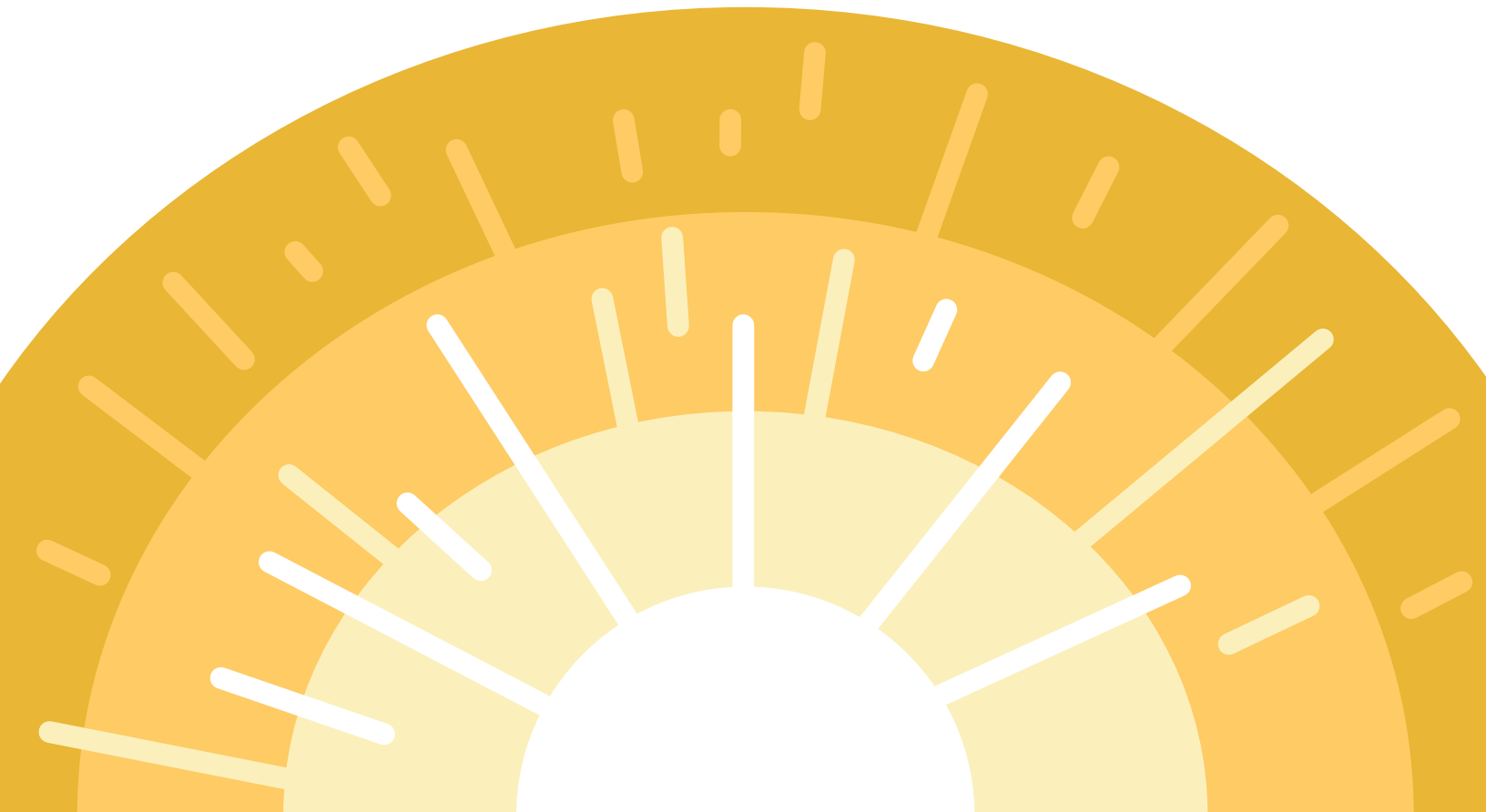
Measuring Progress: Goals and Metrics of the Plan

The Utah System of Higher Education measures progress in key areas by tracking and reporting on proven metrics. As part of performance funding, enacted by the Utah Legislature in 2015, USHE reports on degrees and certificates granted, services provided to traditionally underserved populations, responsiveness to workforce needs as measured by degrees in areas of high market demand, graduation efficiency, and graduate research for the research universities.

In addition to the performance funding metrics, USHE is setting ambitious ten-year goals, the progress of which will be measured through specific metrics and will be reported to the Board of Regents annually.

Affordable Participation

GOAL: Increase the number of Utahns who decide to access, are prepared for, and succeed in higher education.

METRIC: Increase the percentage of Utah high school graduates enrolling in college within five years to 75% by 2024-25.

In order for Utah to continue its upward trajectory, more Utah high school graduates need to enroll in college. This metric measures students' ability to access higher education, which encompasses affordability and preparation and requires a continued focus on underserved, first-generation and non-traditional students in order for USHE students to reflect the population of Utah as a whole.

The most recent data available shows that, on average, two-thirds of Utah high school graduates have attended college within five years post-graduation. By 2025, USHE will increase the percentage of Utah high school graduates enrolling in college within five years to 75%. This represents a nearly 14% increase by the end of the decade. This metric is extended to five years post-high school graduation to account for any graduates serving a mission soon after high school for the Church of Jesus Christ of Latter-day Saints.

TAKING ACTION to increase the number of Utahns who decide to access, are prepared for, and succeed in higher education:

Improve student financial support.
- Encourage family financial planning and saving for college, especially in taking advantage of the benefits offered by the Utah Educational Savings Plan—one of the top-ranked 529 college savings plans in the nation.
- Increase efforts to inform students and parents of the opportunities for financial aid including the Free Application for Federal Student Aid (FAFSA).
- Encourage prudent use of student loans to support timely completion and more rapid integration into the workforce at higher wage levels.
- Continue support of effective institutional need-based aid and assistance programs as well as strategic use of scholarships and tuition waivers.
- Continue expansion of the StepUp to Higher Education initiative through programs that improve college preparation among K-12 students.

- Maintain strong state funding support from the Governor and State Legislature as a primary funding source for higher education, maintaining or improving on the current inverse relationship to tuition.[40]

Increase capacity and quality improvement.
- Expand academic, technological, and physical infrastructure within USHE to meet the needs of anticipated growth in demand for postsecondary education, which cannot be met with the current infrastructure.
- Leverage outside support from education advocacy groups, business leaders, and elected officials to advocate for the needed expansion to meet student demand and maintain quality of the educational experience.

Encourage college readiness with the goal that every Utah high school graduate is prepared for college.
- Support K-12 leaders, administrators, and teachers to create a college-going culture in their schools:
  - Improve support to first-generation, underserved, and non-traditional students with targeted outreach efforts and partnerships with organizations focused on improving college access for these communities.
  - Implement specific K-16 partnership initiatives that: encourage college readiness in key subjects, especially math; inform K-12 administrators and counselors of the USHE course recommendations that lead to college readiness; and reinforce effective college access and preparation initiatives in high schools and junior high schools.
  - Improve "college knowledge" and ease of access among K-12 students through on-campus experiences, concurrent enrollment, and transferability. Streamline transition to college through the admissions and onboarding processes at USHE institutions.

Timely Completion

GOAL: Increase the percentage of students who persist in and graduate from higher education.

METRIC: Increase degree productivity to 28 awards per 100 FTE by 2024-25.

Degrees and certificates awarded per 100 FTE (full-time equivalent) is a metric used nationally to measure institutional efficiency. Measuring this outcome simultaneously accounts for student growth and capacity, year-to-year retention of students, and overall success in degree completions. USHE's output in this metric has improved over the last decade: in 2004-05, USHE institutions awarded 22 degrees and certificates per 100 FTE students; by 2014-15, the rate had increased to 25. However, the top states produce 28-30 degrees and certificates per FTE.

USHE is committed to increasing its efficiency to 28 degrees per FTE (a 12% increase) by 2025. This will be accomplished by continued implementation of strategies resulting in more timely completion of degrees and certificates. When achieved, Utah will rank among the top ten states in higher education efficiency.

TAKING ACTION to increase the percentage of students who persist in and graduate from higher education:

Continue to review and report USHE institutions' long-term completion goals. Support institutional strategies proven to improve timely student completion.[41]

Set goals for guided pathways that assist students in selecting a broad career pathway tied to foundational courses through collaborative work within USHE.

Ensure consistent articulation and transferability of credit earned in prior learning assessments, competency-based education, concurrent enrollment, and general education.

Provide ease of access to financial aid opportunities and appropriate course taking options, and facilitate student experiences that encourage academic rigor, peer-to-peer support, and workforce opportunity.

NOTE: Increasing degree efficiency while improving the rate of student participation is difficult to achieve—especially for a single institution where improvements in one area can come at the detriment of another. However, a system of eight institutions with a variety of missions—from open-access to expanded research—can create a complementary mix of strategies that support the spectrum of student success.

Innovative Discovery

GOAL: Encourage innovation as a core value at each USHE institution, in keeping with its distinct mission.

METRIC: Regularly assess student involvement in high impact learning practices.

Completion and access measurements over the next decade are balanced by a third qualitative metric: high impact educational practices. The Association of American Colleges and Universities (AAC&U) has established ten research-based high impact practices[42] proven beneficial for college students from many backgrounds. These practices contribute to the overall essence of a postsecondary education: innovative discovery. The outcomes of these qualitative metrics are effective instruction, utilization of innovative technologies, and high-end research that, together, improve the student experience, ensure a quality talent force with transferrable skills, and strengthen the entire state.

The Board of Regents will assess the use of these qualitative practices by USHE institutions annually to evaluate progress in meeting student learning.

TAKING ACTION to encourage innovation as a core value at each USHE institution, in keeping with its distinct mission:

Implement best practices in models of teaching and learning. This assures a clear definition of learning outcomes that foster a culture of innovation, discovery, collaboration, and lifelong learning beyond the college realm.

Emphasize the mission of the USHE research universities in the transformative role of cutting-edge research and knowledge creation, recruiting of top research talent, and research focused on outcomes that improve society, attempt to solve major issues, and encourage innovative commercialization of research efforts.

Leverage efforts of USHE institutions to meet the workforce demands of Utah's economy through applied research, industry partnerships, and degree programs explicitly established to meet workforce needs.

$ Investing in the Strategic Objectives of the Utah System of Higher Education

As public higher education institutions, USHE receives substantial support from state taxpayers as appropriated by the Utah Legislature. Like colleges and universities across the nation, over the past twenty years more of the cost burden has shifted from state taxpayers to students, in the form of tuition. Continued state support to prevent further cost shifts is critical to keeping higher education affordable for Utahns. As the number of students grows, additional resources will be needed just to keep the current balance in place.

These state investments will protect affordable access by building capacity, minimizing tuition increases, and increasing the quality of the student experience.

Each year as required by state law, the Board of Regents approves a unified budget request for the Utah System of Higher Education and recommends this budget to the Governor and Legislature. This section details a ten-year projection of the estimated costs to implement this plan, knowing the actual budget recommendation will vary from year to year based on the most critical needs. These projections include the following elements:

- Annual increases in employee compensation and benefits to maintain competitiveness for talent based on the Higher Education Price Index (HEPI). (More than 80% of USHE costs are personnel-related.)
- Accommodating the projected increase in student enrollments estimated over ten years without increasing reliance on tuition.
- Accommodating capacity increases as participation increases.
- Increases in utilization of information technology equipment and support.
- Increases in operations and maintenance, utilities, and other mandatory costs.
- Capital development to replace aging facilities and for expansion of new facilities.
- Performance funding.
- Growth in the number of students receiving the Regents' Scholarship.
- A deduction in projected costs for increased operational efficiency within USHE.

Using the approved USHE enrollment forecasts of the next ten fiscal years, costs associated with an average 2.8% annual increase in students would be sustained via three primary sources:

1. Appropriated state funds for ongoing operations.
2. Tuition paid by those additional students enrolled at a USHE institution due to growth.
3. Appropriated state tax funds for expansion, replacement, and maintenance of facilities.

The following chart shows the required annual budgetary increases to sustain projected growth after factoring in a 5% overall cost reduction due to efficiencies achieved through areas such as enhanced use of technology, improved program delivery, and increased rates of students completing a degree or certificate.

Historical & Projected Required Budget Increase, 2000–2025
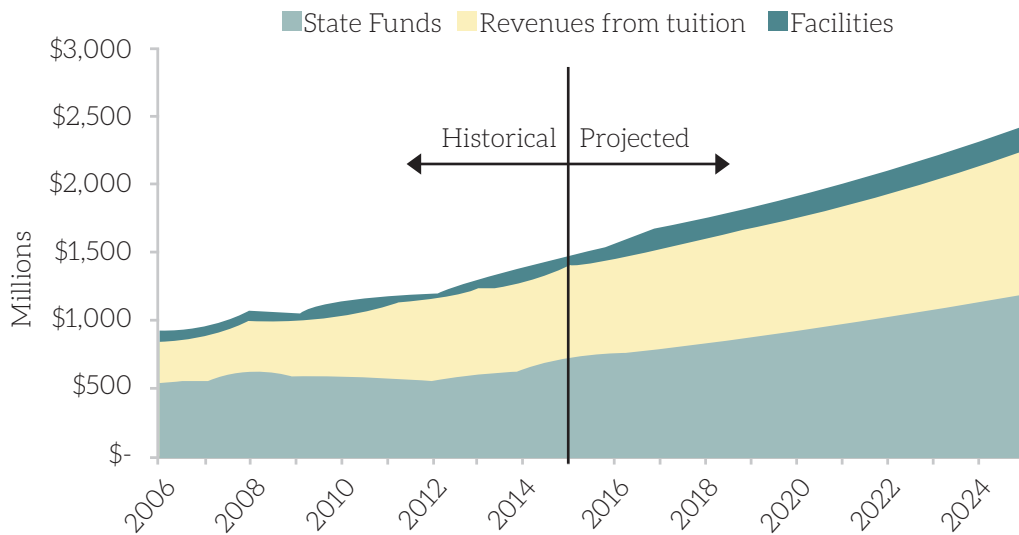
Over the next decade, the USHE overall budget would need an annual average increase of:

- 5.2% in appropriated state funds for operations, including capacity for enrollment growth, compensation, increased participation in statewide scholarships, operation and maintenance of facilities, and information technology. This calls for a consistent annual investment at 30% above the ten-year historical average increase of 4% and minimizes the need for tuition rate increases.
- 4.8% in overall revenues related to tuition (combination of enrollment growth and minimal tuition rate increases).

- Continued state investment in capital facilities averaging $150.5 million per year.
  - Over the past twenty years, the Legislature has provided on average $82 million per year for updated or new capital facilities (2015 dollars). To meet the needs of a growing population of students and replace and update old infrastructure, it is estimated that an average of $150.5 million per year will be needed over the next decade.

These estimates are based on the 2015-16 proportion of state tax funds for operations, tuition revenues, and the state funds requested for 2015-16 capital development needs projected over time.

The Return on Investment of the Strategic Objectives of the Utah System of Higher Education

Higher Education and Economic Development
A college education is the primary factor that increases wages and improves economic mobility, making higher education one of the most important policy considerations for economic development. Increased wages that come with attainment of a degree or certificate beyond high school—and the resulting retention and attraction of businesses and industry due to a more educated populace—are the most significant economic contributions higher education provides to the state. Increases in educational attainment beyond high school are associated with increases in GDP and wages throughout entire communities.[43] USHE graduates earning a college degree or certificate over the next decade will contribute more than $150 billion to the state's economy:

- $132 billion in increased wages: 2014-15 USHE graduates who earned a bachelor's degree will earn 55% more in their first year than those with just a high school diploma (according to U.S. Census data). Collectively, that is more than $370 million in increased wages for Utahns in a single year.[44] By the end of 2025, USHE graduates will earn more than $4 billion in increased first year wages alone, above those with only a high school diploma—resulting in $132 billion in increased wages over 30 years.
- $17 billion increase in contributions to Utah's tax base: 2014-15 graduates will contribute an estimated $47.5 million in state taxes with their newfound earnings their first year working[45]—approximately half of the year's estimated growth in the state tax base.[46] By the end

$150 billion
USHE graduates will contribute more than $150 billion to Utah's economy over the next decade

of 2025, total taxes from the first year of just the increased portion of wages earned by USHE graduates will exceed $560 million—resulting in $17 billion in contributions to Utah's tax base over 30 years.

- **$26 billion increase in indirect economic activity:** Increased wages will generate an additional $26 billion in economic activity in Utah's economy.

Conclusion

The path forward is clear: Utah must make higher education a funding priority in order for the state to become a prosperous leader in the economy of tomorrow. A higher education is necessary for individuals to succeed in the 21st century workforce, and having an educated population is necessary for Utah to continue on its trajectory of economic growth and prosperity. Increasing college attainment in Utah will ensure individual Utahns not only have more successful economic outcomes and a higher quality of life, but also will help provide ongoing funding for state burdens such as transportation, healthcare, and air quality.

In order for more Utahns to access and complete a college degree or certificate, USHE must have the resources to keep the cost of college affordable, to increase capacity for the necessary jump in student enrollment, and to provide the student support needed to engage and advise students.

So, will Utah realize its potential as a state of opportunity?

By making key investments in higher education, the future for Utah in every metric—economic, well-being, health, prosperity—is bright.

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Board of Regents

The Board of Regents oversees the governance of the Utah System of Higher Education (USHE). The Board is responsible for statewide planning, appointment of institutional presidents, approval of academic programs, prioritization of facilities requests, and submission of a unified budget request to the Governor and state legislature. There are 19 total Regents, 16 of whom are appointed by the Governor.

Commissioner of Higher Education

The Commissioner of Higher Education is the chief executive officer of USHE and is appointed by the Board of Regents. The Commissioner provides statewide leadership, makes policy recommendations to the Board of Regents, and executes Board of Regents policies and programs.

The Utah Higher Education Assistance Authority (UHEAA) and the Utah Educational Savings Plan (UESP) are also under the oversight of the Board of Regents, and both organizations help to guide Utahns through the higher education financial planning process.

Utah System of Higher Education

The Utah System of Higher Education is comprised of the eight public colleges and universities in the state:

Research universities:

University of Utah (flagship; medical school, dental school, pharmacy school, law school, etc.)
Utah State University (land grant; 33 regional campuses statewide)

Regional universities:

Weber State University
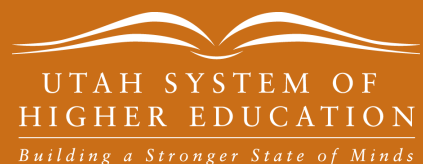Southern Utah University (arts & sciences emphasis)
Dixie State University
Utah Valley University

Community colleges:

Salt Lake Community College
Snow College

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State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 13, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Legislative Priorities for 2016

The 2016 Session of the Utah State Legislature will commence on Monday, January 25, continuing through Thursday, March 10. According to the consensus revenue estimates prepared by the Governor's Office of Management and Budget and Office of Legislative Fiscal Analyst, the combined General Fund and Education Fund surplus from FY 2015 and projected revenue growth in FY 2016 and FY 2017 provide a total of $180 million in new one-time funds and $380 million in new ongoing funds. The Governor has recommended $49 million in new on-going funds and $14.9 million in one-time funds for the Utah System of Higher Education (USHE). Additionally, the Governor recommended funding the Salt Lake Community College CTE Center at Westpointe and the Utah Valley University Performing Arts Building, the top two 2016 capital development priorities of the Board of Regents.

Although there are many competing priorities that surface during the legislative session, I am optimistic there is an opportunity for increased funding of Higher Education. The Commissioner's Office is working closely with institution Presidents and their staffs, and student leaders to ensure consistent messaging and strategy during the 2016 legislative session.

Legislative Preview Events
The Board of Regents, along with USHE presidents, held five regional legislative briefings at USHE institutions attended by Regents, Presidents, Trustees, the Commissioner's Office, and legislators. At these briefings the Regents' budget priorities and other issues were discussed.

On January 15 a legislative preview event will be held with Wayne S. Niederhauser, Utah Senate President and Gregory H. Hughes, Speaker of the House. Regents, Trustees and Presidents are invited to the event to further advocate the USHE agenda. **Regents, Trustees and Presidents are also invited to attend the annual Higher Education Day luncheon with legislators in the Capitol Rotunda on Friday, February 19.** Advocacy will continue throughout the legislative session in coordination with the institutions.

The Commissioner's Office continues to work with Education First, Prosperity 2020 and other education interests to advocate the budget priorities of the Board of Regents and the Governor's 66% by 2020 goal.

The Commissioner's Office, Presidents and their staffs, will be closely monitoring legislation that could impact the Utah System of Higher Education throughout the legislative session. With Assistant Commissioner Spencer Jenkins' assistance, I will prepare and distribute each Wednesday a weekly report

in our Higher Ed Matters newsletter on the status of higher education priorities and other issues of interest for distribution to Regents, Presidents, and Trustees.

<u>Commissioner's Recommendation</u>

1. <u>Endorse the budget and capital facilities priorities of the Utah System of Higher Education for the 2016 Session of the Utah State Legislature as adopted by the Board on September 18, 2015, and any subsequent updates adopted by the Board.</u>
2. <u>The Regents, Commissioner and staff, Presidents and institutional representatives unite behind the system budget and capital development priorities in their advocacy with the Legislature.</u>
3. <u>Authorize the Commissioner, in consultation with the Presidents, to monitor, support, or oppose on a case-by-case basis, other legislation that may be introduced during the 2016 legislative session.</u>
4. <u>Request the Commissioner's Office provide the Board with regular reports during the legislative session regarding items of interest to the Utah System of Higher Education.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/SJ