

**STATE BOARD OF REGENTS
DIXIE STATE UNIVERSITY, ST GEORGE, UTAH
HOLLAND BUILDING & GARDNER CENTER
FRIDAY, MARCH 31, 2017**

AGENDA

7:30 – 8:50 AM **BREAKFAST MEETING – STATE BOARD OF REGENTS, DIXIE STATE UNIVERSITY BOARD OF TRUSTEES, PRESIDENT WILLIAMS, COMMISSIONER BUHLER**
Location: Zion Room (Holland Building)

9:00 – 10:30 AM **DISCUSSION – Regents, Commissioner, Presidents**
(Topic: High Impact Practices that Enhance Learning, Retention, and Completion)
Location: Zion Room (Holland Building)

10:40 – 12:00 PM **MEETINGS OF BOARD COMMITTEES**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Regent Robert W. Prince, Chair

Location: Cottam Room (Gardner Center)

INFORMATION:

- | | |
|---|-------|
| 1. Institutional Completion Update – Dixie State University | TAB A |
| 2. Statewide Completion Initiative | TAB B |

ACTION:

- | | |
|--|-------|
| 1. Revision of R315, Service Area Designations and Coordination of Off-Campus Courses and Programs | TAB C |
| 2. Revision of R470, General Education Common Course Numbering, Lower-Division, Pre-Major Requirements, Transfer of Credits, and Credit by Examination | TAB D |
| 3. New Century and Regents' Scholarship Award Amounts for 2017-2018 | TAB E |
| 4. Dixie State University – Bachelor of Science in Bioinformatics | TAB F |
| 5. Dixie State University – Bachelor of Arts/Science in Applied Sociology | TAB G |
| 6. Southern Utah University – Master of Interdisciplinary Studies | TAB H |
| 7. Southern Utah University – Master of Athletic Training | TAB I |
| 8. Southern Utah University – Associate of Art/Science in Legal Studies (online) | TAB J |
| 9. Weber State University – Associate of Science in Business and Economics | TAB K |
| 10. Utah State University – Master of Public Health | TAB L |
| 11. Utah State University – Bachelor of Science in Nursing | TAB M |
| 12. University of Utah – Master of Arts in Teaching in Fine Arts | TAB N |

CONSENT:

Please see the General Consent Calendar at TAB DD

FINANCE/FACILITIES COMMITTEE

Regent Robert S. Marquardt, Chair

Location: Conference Room B (Gardner Center)

DISCUSSION:

- | | |
|--|-------|
| 1. USHE – Review of Financial Statements | TAB O |
|--|-------|

ACTION:

- | | |
|--|-------|
| 1. Dixie State University – Campus Master Plan | TAB P |
|--|-------|

- | | |
|--|-------|
| 2. University of Utah – Long-term Lease | TAB Q |
| 3. University of Utah – Burbidge Athletic Academic Center Non-State Funded Project | TAB R |
| 4. Weber State University – Stewart Stadium Addition (Non-State Funded) | TAB S |
| 5. USHE – Proposed Fee Increase | TAB T |
| 6. USHE – Revision of Internal Audit Policies R212, R541, R548, R550, R553, R557, R565, R567 | TAB U |

INFORMATION:

- | | |
|---|--------|
| 1. Weber State University – Series 2017 Student Facilities Revenue Bond Refunding Results | TAB V |
| 2. Southern Utah University – Aircraft Lease-Purchase for the Aviation Program | TAB W |
| 3. Utah Higher Education Assistance Authority – Series 2017-1 Student Loan Backed Notes | TAB X |
| 4. 2017 Legislative Report Including Budget & Capital Facilities Update | TAB Y |
| 5. USHE – Proposed Tuition Adjustments 2017-2018 | TAB Z |
| 6. USHE – Annual Money Management Report for Fiscal Year Ending June 30, 2016 | TAB AA |
| 7. USHE – Debt Ratio Analysis | TAB BB |
| 8. USHE – Fall 2016 & Spring 2017 Enrollment Report | TAB CC |

12:00 – 1:00 PM LUNCH
Location: Ballroom (Gardner Center)

1:00 – 1:30 PM STATE OF THE UNIVERSITY – PRESIDENT WILLIAMS
Location: Ballroom (Gardner Center)

1:30 – 2:30 PM COMMITTEE OF THE WHOLE
Location: Ballroom (Gardner Center)

- | | |
|---|--------|
| 1. General Consent Calendar | TAB DD |
| 2. 2017 Legislative Report Including Budget & Capital Facilities Update | TAB Y |
| 3. USHE – Proposed Tuition Adjustments 2017-2018 | TAB Z |
| 4. Reports from Board Committees | |

2:30 – 2:45 PM TRANSITIONAL BREAK

2:45 – 4:00 PM EXECUTIVE SESSION
Location: Conference Room B (Gardner Center)

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

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Institutional Completion Update – Dixie State University

Background

In July 2013, the Board of Regents unanimously passed a resolution to "Implement Strategies to Increase Completion Rates." The five specific recommendations in the resolution are that each institution will:

1. Establish 15 credits hours per semester/30 credits per academic year as the normal full-time course load for students;
2. Set plateau tuition levels with a focus on 12 to 15 credit hours per semester 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.

In 2015, the State Board of Regents expanded on these initiatives in a new strategic plan titled, "Utah: A State of Opportunity." The strategic plan focused on three key areas: Affordable Participation, Timely Completion, and Innovative Discovery.

The Presidents and their administrations and faculty have taken seriously the Board's charge in the completion agenda and the new strategic plan and have been designing strategies to reach the Board's objectives. In order to support and bring to scale those institutional efforts, in FY 2016 the Utah System of Higher Education provided each institution with an Affordable Participation and Timely Completion Grant.

Issue

The Academic and Student Affairs Committee of the State Board of Regents has asked the institutions to report in more depth on the practices and policies they have implemented that are having the most impact on college participation and completion.

Representatives from the host institution, Dixie State University, will report on their initiatives to increase completion rates at the March 2017 Board of Regents meeting. They have been asked to highlight two areas:

1. one of the five strategies outlined in the 2013 completion resolution for which they have gained momentum, and
2. one institution-led area for which they are demonstrating impact in retention or completion.

Next Steps

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

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/JH

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Statewide Completion Initiatives

Notice

This item was on the agenda for the January 2017 meeting of the State Board of Regents, where the commissioner's recommendations to combine the annual completion report with the annual strategic plan report were approved by the Academic and Student Affairs Committee. Because there was not time during the January meeting for adequate discussion about details of the new statewide completion initiatives stemming from the strategic plan, those details will be provided as an information item during the March 2017 meeting. This information item also includes highlights from a newly released five-year study of participation and completion at Utah public institutions of higher education.

Background

In 2013, the State Board of Regents unanimously passed a resolution to "implement strategies to increase college completion rates." That resolution made five specific recommendations to institutional presidents, known as the Completion Initiatives. It called on college and university presidents to report their progress on those initiatives to the Board each year. The initiatives were:

1. No later than the 2014-2015 school year, establish 15 credit hours per semester as the normal full-time course load for students to enable them to complete an associate degree in two years and a Bachelor's degree in four years.
2. Set plateau tuition levels with a focus on 12-15 credit hours to help students maximize tuition money and to encourage them to complete more credits per semester.
3. Create degree maps which specify courses for students to take each semester to stay on track to finish their degrees on time and to enable institutions to coordinate appropriate course scheduling.
4. Address math completion rates by:
 - a. encouraging students to enroll in the appropriate mathematics course for their major in their first year of college (if they have not already completed general education math requirements in high school);
 - b. adopting an institutional strategy to transition underprepared students from developmental math to credit-bearing math courses within three semesters;
 - c. marketing math as a preferred concurrent enrollment option for high school seniors.

5. Explore the feasibility of implementing reverse transfer by transferring credits from a four-year university back to a transfer student's previous two-year college. Create stackable credentials between career and technical education programs, associate degree tracks, and Bachelor's degrees to allow students to move more seamlessly through career preparation pathways.

In 2016, the Board of Regents approved a new strategic plan called "Utah: A State of Opportunity." That plan outlined additional targets to support affordable participation, timely completion, and innovative discovery at all the institutions within the Utah System of Higher Education (USHE).

In support of the targets in the new 2016 strategic plan, the Office of Outreach and Access implemented more detailed strategies within the framework of the earlier 2013 Regents' Completion Initiatives. Those details are outlined below. The annual report on progress toward those goals will now be included in the statewide Strategic Plan Report provided to the Board.

Updates to Completion Strategies

1. **Encourage On-time Completion**

Current status – All of the institutions have implemented a "Fifteen to Finish" Campaign to encourage full time enrollment.

Next Steps – Institutions will also communicate that students can graduate on time if they take "Thirty [Credits] in Three [Semesters]." Expanding the message to encompass an entire academic year, which many institutions have already embraced, will help part time students stay on track to complete an associate degree in two years or a Bachelor's degree in four years by including summer semesters in their plans.

2. **Plateau Tuition**

Current status – Plateau tuition has been implemented at all USHE institutions but one. The University of Utah uses a linear tuition model in line with its specific mission.

3. **Degree Maps**

Current status – Degree maps have been created for 98% of the majors at all USHE institutions.

Next Steps –

- a. The Critical Course Completion Project aims to ensure transferability of major pathways between institutions, to create degree maps for part time students in order to help them stay on track for graduation, and to create structured scheduling to ensure students have access to required courses during the semesters and times when they need them. Some institutions are using Affordable Participation and Timely Completion Grants from the Commissioner's office to explore structured scheduling. The Office of the Commissioner is hosting statewide discussions on these topics.
- b. Institutions have begun exploring Guided Pathway Systems to assist students with registration, eliminate graduation delays through more effective course scheduling, and utilize predictive analytics to support students at critical points in their degree progress. The Office of the Commissioner is hosting statewide discussions on these topics.

4. **Appropriate First Year Math**

Current status – All institutions have been encouraging students to enroll in an appropriate first year math course and have been reporting on their progress.

Next steps –

- a. Continuation of the Math Pathways Redesign Project, which has been instituted for concurrent enrollment students. The Math Pathways Redesign encourages students to enroll in the math class best suited to their broad career pathway—Math 1030 (Quantitative Reasoning), Math/Stats 1040 or 1045 (Statistics), or Math 1050 (College Algebra/Pre-calculus).
- b. During the next phase of the redesign, academic departments across the state will be re-examining their Quantitative Literacy requirement (1030, 1040/1045, or 1050) and identifying the courses best suited for their programs and majors. They will coordinate those recommendations with campus advising programs.
- c. System-wide conversations will coordinate the creation of meta-majors (broad career pathways) and appropriate math recommendations within those meta-majors to aid students who have not yet decided on a major and those who plan to transfer to another institution still be able to start on an appropriate math pathway.
- d. Institutions will design stronger developmental math pathways, including co-requisite education and supplemental instruction.
- e. Legislative funding (SB196 2015) will be used to train more instructors for concurrent enrollment Math 1030 and Math 1040 courses, in order to encourage students to complete their Quantitative Literacy requirements while still in high school when possible.

5. **Stackable Credentials/Reverse transfer**

Current status – All institutions have some form of stackable credentials and transfer agreements with other institutions.

Next steps – The Office of the Commissioner will coordinate and increase these efforts system-wide.

Longitudinal Data on Completion

In order to establish baseline data on student participation and completion rates and to track progress toward the Regents' 2016 strategic plan goals, the Office of the Commissioner has completed a five year study called "College Participation and Completion of Utah High School Graduates, Cohorts 2007-2012." (David Ma. 2017. *College Participation and Completion of Utah High School Graduates: Cohorts 2007-2012*. Utah System of Higher Education. Salt Lake City, UT. Retrieved [date] from <http://higheredutah.org/reports/>.) See attached.

Commissioner's Recommendation

This is an information item only; no formal action by the Board is required. Statewide progress on these initiatives will be reported to the full Board as part of the annual strategic plan report; information on specific initiatives may be provided to the Academic and Student Affairs committee as needed throughout the year. The provost of each host institution will still give an institutional completion report to the Academic and Student Affairs committee as part of each Board Meeting.

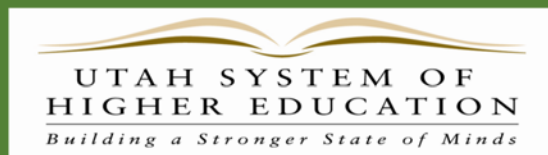
David L. Buhler
Commissioner of Higher Education

DLB/JH
Attachment



College Participation and Completion of Utah High School Graduates

Cohorts 2007-2012



Department of Planning, Finance & Facilities
January 2017

Utah System of Higher Education

David L. Buhler

Commissioner

Department of Planning, Finance & Facilities

Kimberly Henrie

Associate Commissioner

Office of Institutional Research & Analysis

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The Utah System of Higher Education is comprised of eight public colleges and universities governed by the State Board of Regents, assisted by local Boards of Trustees. The System includes two research universities, four regional universities, and two community colleges.

Office of Institutional Research & Analysis activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data to the Utah State Board of Regents, Commissioner of Higher Education, and other education policymakers, practitioners, data users, and the general public.

Suggested Citation

Ma, D. (2017). *College Participation and Completion of Utah High School Graduates: Cohorts 2007-2012*. Utah System of Higher Education. Salt Lake City, UT. Retrieved [date] from <http://higheredutah.org/reports>.

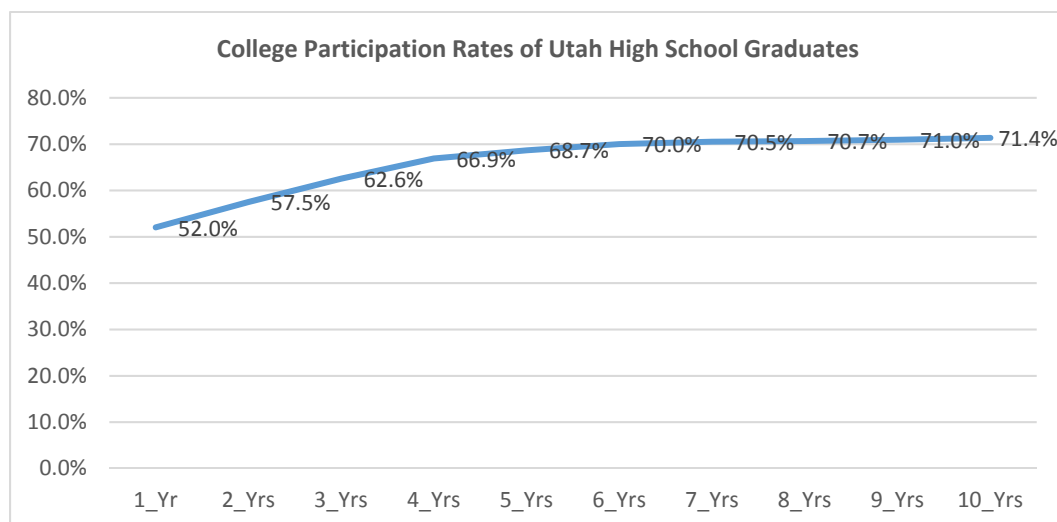
College Participation and Completion of Utah High School Graduates

Executive Summary

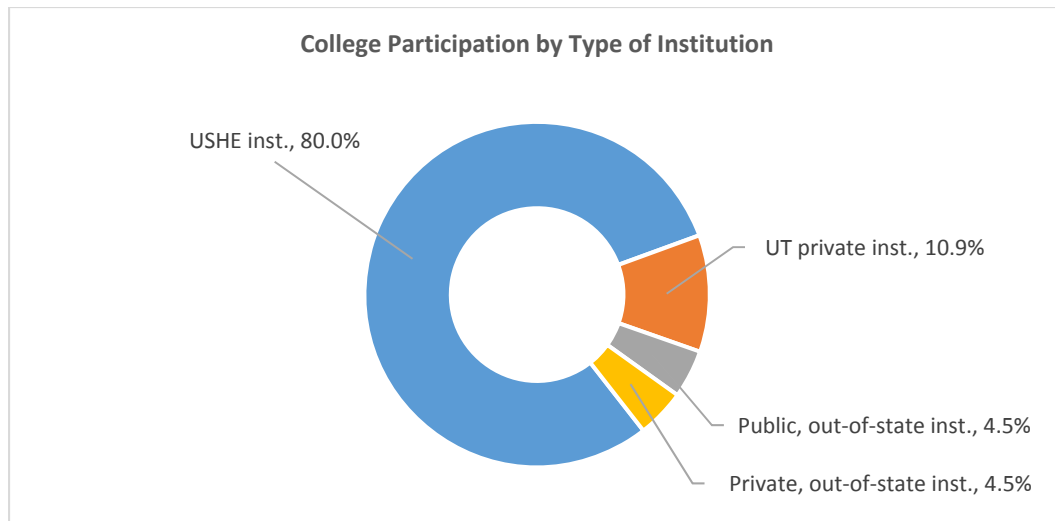
Relying on the data from Utah System of Higher Education (USHE), Utah State Board of Education (USBE), and National Student Clearinghouse (NSC), this report examines college participation rates of Utah high school graduates (cohorts 2007-2012) with a focus on the gap in college participation between Whites and minorities. The report also includes a brief examination of college completion rates of Utah high school graduates (cohorts 2007-2012) enrolled in college.

Key findings:

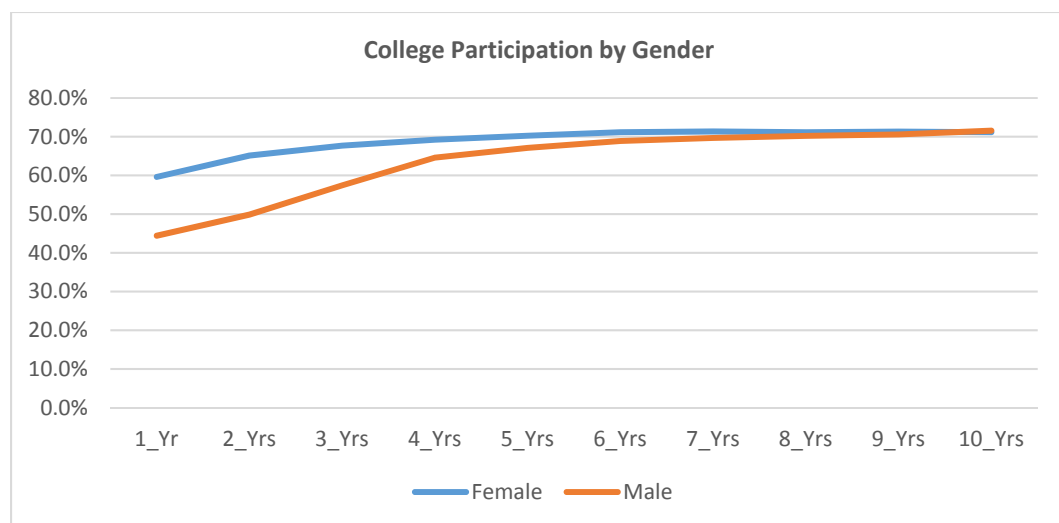
1. On average, 52 percent of Utah high school graduates (cohorts 2007-2012) attended a postsecondary institution in the first year after high school graduation. The college participation rate increases to 63 percent by the end of the third year, 69 percent by the end of the fifth year, and 71 percent by the 10th year after high school graduation.



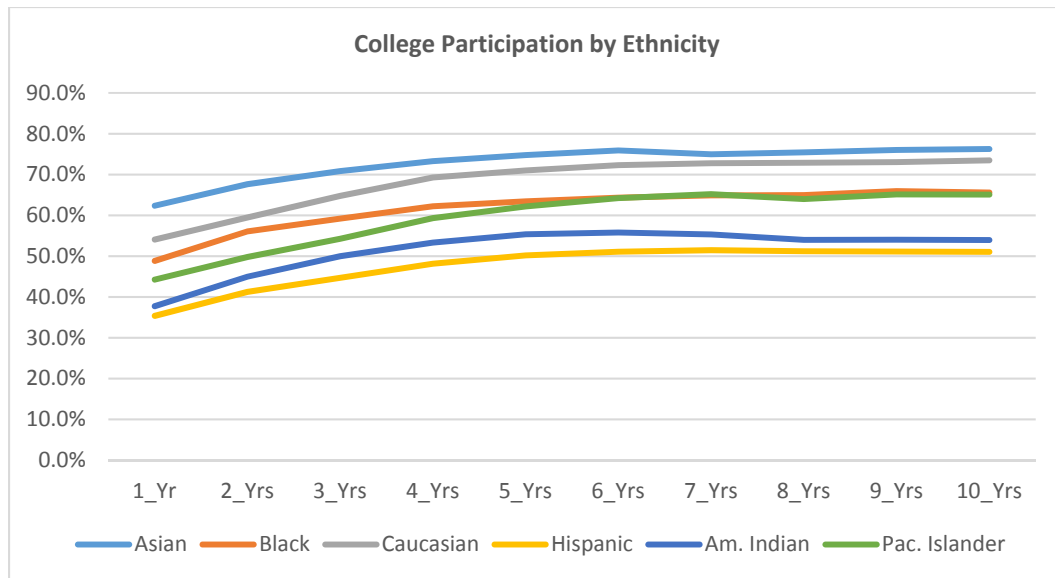
2. On average, 80 percent of Utah high school graduates attended a USHE institution, 11 percent attended a Utah private institution, 5 percent attended a public out-of-state institution, and 5 percent attended a private out-of-state institution.



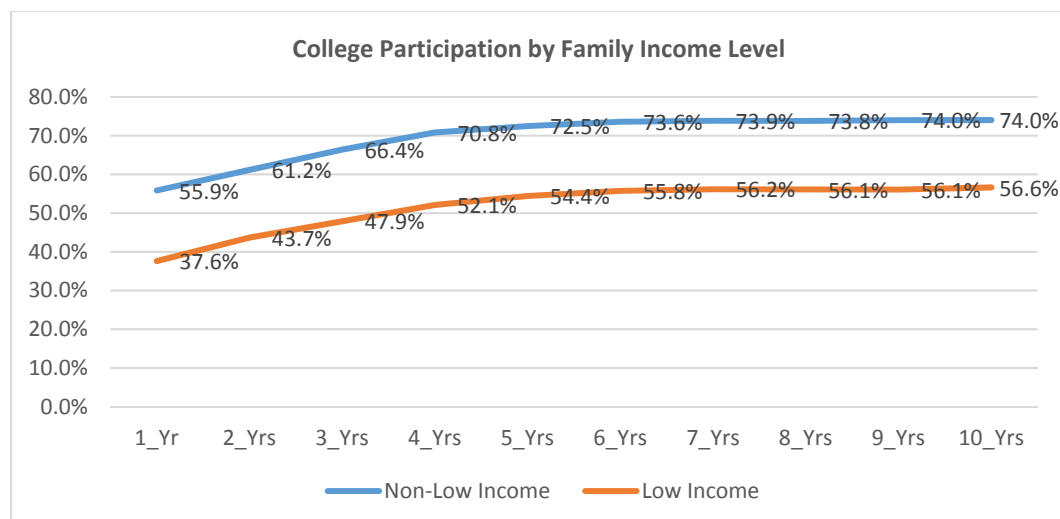
3. On average, 60 percent of Utah female high school graduates attended a postsecondary institution in the first year after high school graduation, while 44 percent of male graduates did so. However, the gap in college participation rates between males and females gradually narrowed over time.



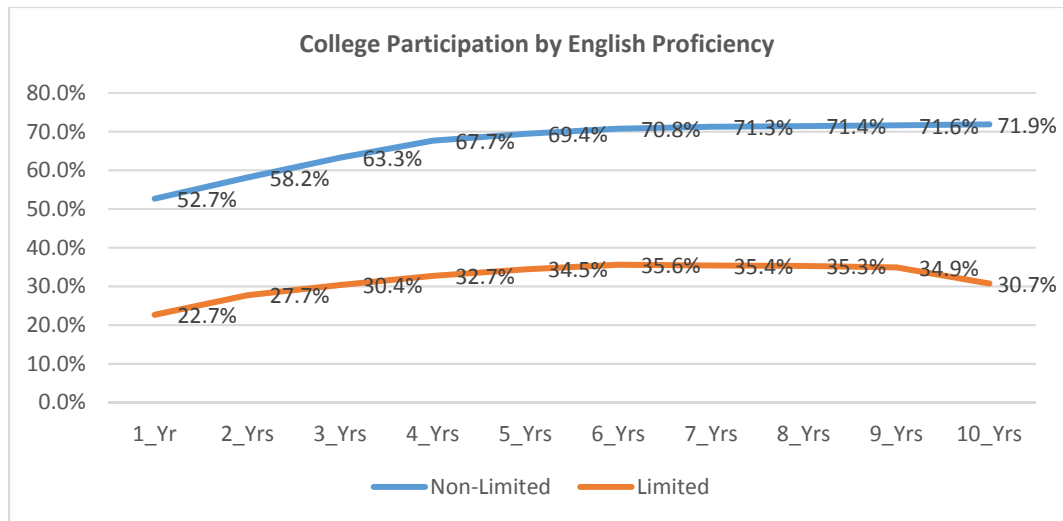
4. Comparisons between ethnic groups showed a gap in college participation based on ethnicity. On average, Asian American and Caucasian students had much higher college participation rates, while Hispanic graduates consistently lagging behind the other ethnic groups.



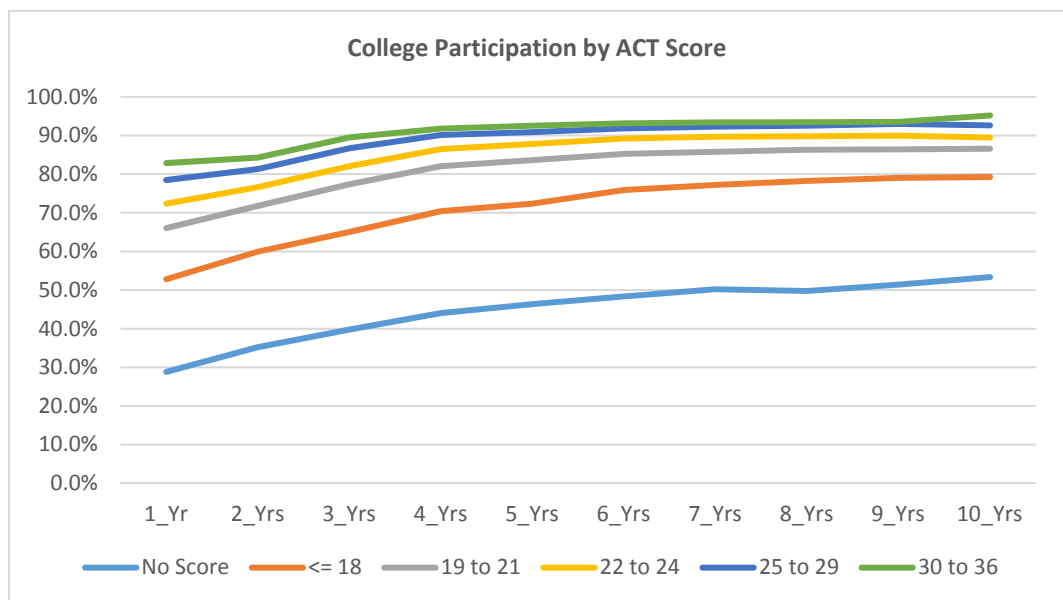
5. The family income level, measured by a student's eligibility for free or reduced price lunch, was an important correlate to college participation rate. Specifically, the college participation rate for students from a low-income family was much lower than for students who were not considered low-income.



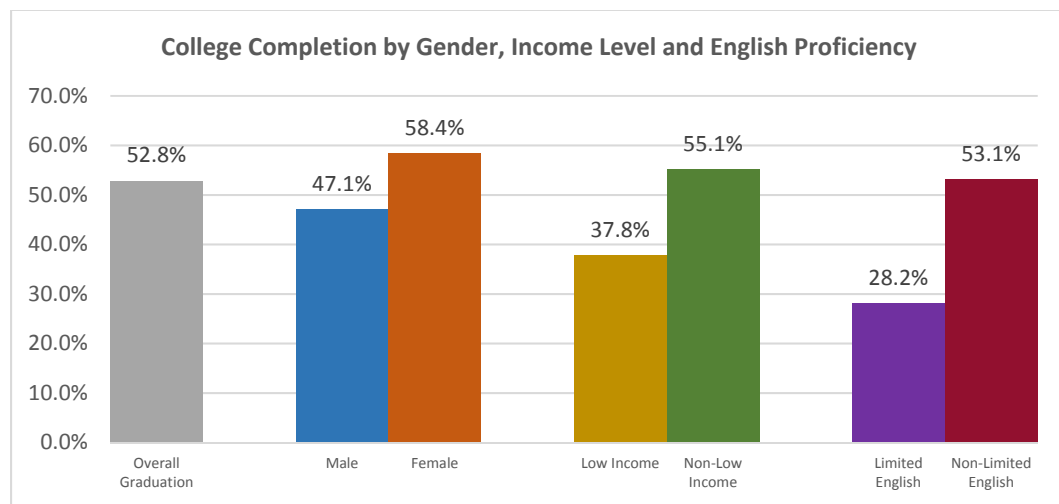
6. Limited English proficiency at high school graduation was another factor that adversely affected college participation. In other words, Utah high school graduates without limited English proficiency enrolled in college at a much higher rate than those with limited English skills.



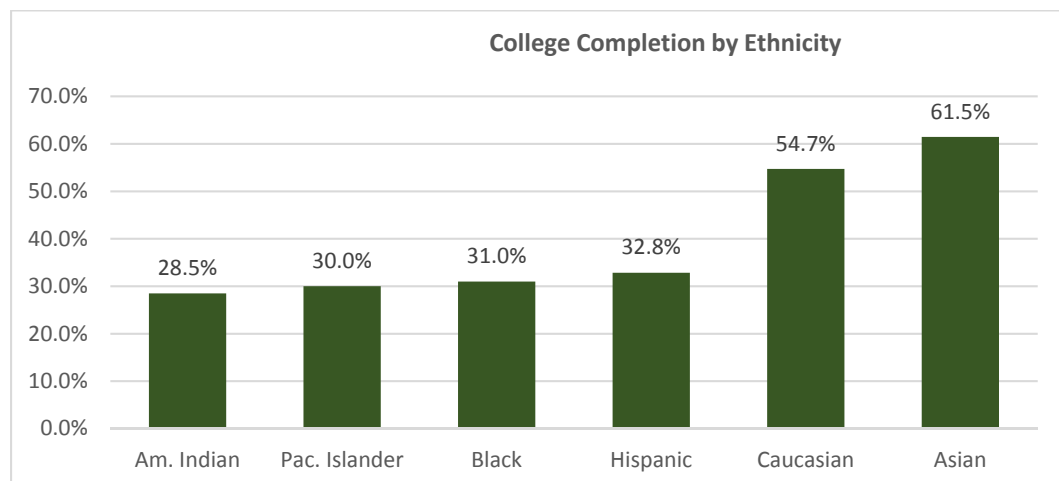
7. In Utah, not all high school graduates who entered college had ACT scores. However, college participation rates were favorable as long as students completed the ACT, even if their scores fell below 18.



8. Among Utah high school graduates (cohorts 2007 & 2008) enrolled in college, 53 percent earned a postsecondary degree or certificate within eight years after their initial entry into a postsecondary institution. Specifically, 58 percent of female students graduated from their institutions within eight years, while the comparative rate for male students was 47 percent. Additionally, students not from a low-income family (55 percent) or not graduating from high school with limited English proficiency (53 percent) were more likely to graduate from college within eight years than those from a low-income family (38 percent) or graduating from high school with limited English proficiency (28 percent), respectively.



9. However, the eight-year graduation rates were not consistent across all races.



10. The average eight-year graduation rates for Utah high school graduates (cohorts 2007 & 2008) enrolled in college also showed that students with high ACT exam scores were more likely to graduate from college.

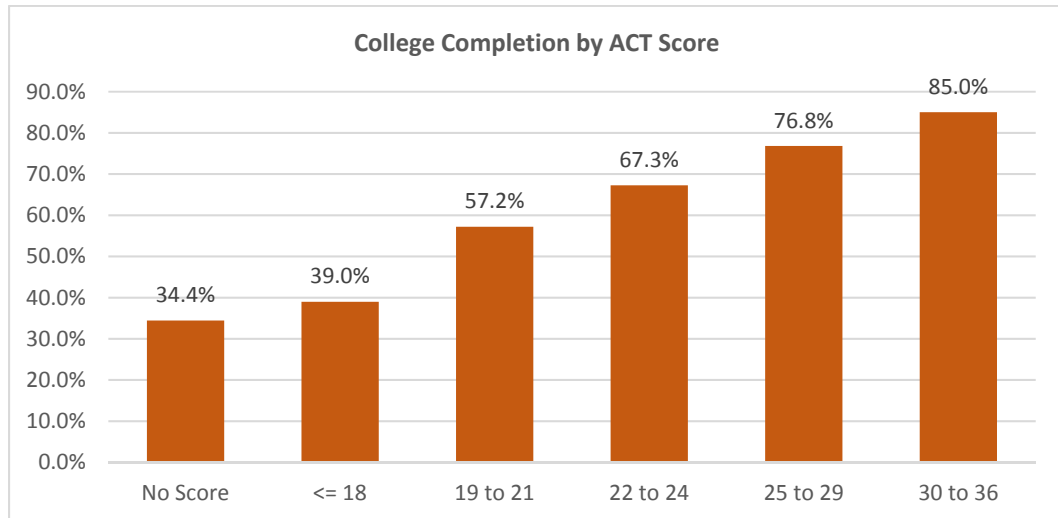


Table A1. Characteristics of Utah high school graduates (gender, family income level, and English proficiency)

| Cohort | Size | Female | Male | Non-Low Income | Low-Income | Non-Limited English | Limited-English |
|--------|---------|--------|------|----------------|------------|---------------------|-----------------|
| 2007 | 29,110 | 50.4 | 49.6 | 84.6 | 15.4 | 98.8 | 1.2 |
| 2008 | 30,151 | 49.9 | 50.1 | 81.7 | 18.3 | 97.5 | 2.5 |
| 2009 | 30,560 | 50.5 | 49.5 | 80.7 | 19.3 | 97.5 | 2.5 |
| 2010 | 32,114 | 50.2 | 49.8 | 77.3 | 22.7 | 97.6 | 2.4 |
| 2011 | 31,640 | 49.8 | 50.2 | 75.1 | 24.9 | 97.8 | 2.2 |
| 2012 | 33,283 | 50.1 | 49.9 | 73.2 | 26.8 | 97.9 | 2.1 |
| Total | 186,858 | 50.1 | 49.9 | 78.6 | 21.4 | 97.8 | 2.2 |

Table A2. Characteristics of Utah high school graduates (ethnicity)

| Cohort | Size | Asian | Black | White | Hispanic | Am. Indian/ Alaskan | Multiple | Pac. Islander/ Hawaiian | Unknown |
|--------|---------|-------|-------|-------|----------|------------------------|----------|----------------------------|---------|
| 2007 | 29,110 | 1.9 | 0.9 | 86.8 | 7.6 | 1.4 | | 1.3 | 0.3 |
| 2008 | 30,151 | 2.0 | 1.0 | 86.0 | 8.1 | 1.3 | | 1.4 | 0.2 |
| 2009 | 30,560 | 2.1 | 1.2 | 84.5 | 9.1 | 1.3 | | 1.5 | 0.3 |
| 2010 | 32,114 | 2.0 | 1.2 | 83.5 | 10.0 | 1.4 | | 1.5 | 0.3 |
| 2011 | 31,640 | 2.1 | 1.2 | 82.2 | 11.0 | 1.3 | 0.7 | 1.5 | 0.0 |
| 2012 | 33,283 | 2.1 | 1.2 | 80.5 | 12.4 | 1.3 | 1.0 | 1.5 | 0.0 |
| Total | 186,858 | 2.0 | 1.1 | 83.8 | 9.8 | 1.3 | 0.3 | 1.5 | 0.2 |

Table A3. Characteristics of Utah high school graduates (ACT score)

| Cohort | Size | No Score | <= 18 | 19 to 21 | 22 to 24 | 25 to 29 | 30 to 36 |
|--------|---------|----------|-------|----------|----------|----------|----------|
| 2007 | 29,110 | 46.8 | 13.2 | 13.3 | 11.9 | 11.5 | 3.3 |
| 2008 | 30,151 | 44.2 | 13.7 | 13.7 | 12.5 | 12.3 | 3.6 |
| 2009 | 30,560 | 40.3 | 14.8 | 14.4 | 13.2 | 13.4 | 3.8 |
| 2010 | 32,114 | 44.6 | 13.9 | 13.3 | 12.6 | 12.1 | 3.6 |
| 2011 | 31,640 | 35.6 | 16.0 | 15.1 | 14.6 | 14.5 | 4.2 |
| 2012 | 33,283 | 28.9 | 22.1 | 15.9 | 14.2 | 14.7 | 4.3 |
| Total | 186,858 | 39.8 | 15.7 | 14.3 | 13.2 | 13.1 | 3.8 |

Table B1. College participation rates¹ of Utah high school graduates

| Cohort ² | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|---------------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2007 | 29,110 | 50.0% | 55.4% | 61.0% | 65.9% | 68.1% | 69.3% | 70.1% | 70.7% | 71.2% | 71.4% |
| 2008 | 30,151 | 50.7% | 56.5% | 61.7% | 66.2% | 68.0% | 69.1% | 69.9% | 70.5% | 70.8% | |
| 2009 | 30,560 | 52.3% | 57.8% | 62.8% | 67.0% | 68.7% | 69.7% | 70.5% | 70.9% | | |
| 2010 | 32,114 | 53.3% | 59.2% | 64.1% | 68.1% | 70.0% | 71.1% | 71.6% | | | |
| 2011 | 31,640 | 54.3% | 59.3% | 64.1% | 68.4% | 70.3% | 70.9% | | | | |
| 2012 | 33,283 | 51.6% | 56.9% | 61.7% | 66.0% | 67.1% | | | | | |
| Average | | 52.0% | 57.5% | 62.6% | 66.9% | 68.7% | 70.0% | 70.5% | 70.7% | 71.0% | 71.4% |

Notes:

1. College participation rate is the percentage of high school graduates of a given year who enroll in 2- or 4-year colleges for at least one time after graduating from high schools.
2. Data in the final year is as of January 2017 and does not reflect the entire academic year.

Table B2. Postsecondary enrollment of Utah high school graduates by types of educational institutions

| Cohort | Postsecondary enrollment as of January 2017 (%) | | | |
|---------|---|---------------------------|-----------------------------------|------------------------------------|
| | USHE institutions | Utah private institutions | Public, out-of-state institutions | Private, out-of-state institutions |
| 2007 | 79.3 | 11.5 | 4.5 | 4.7 |
| 2008 | 79.2 | 11.0 | 5.0 | 4.9 |
| 2009 | 80.2 | 11.1 | 4.4 | 4.3 |
| 2010 | 79.9 | 10.8 | 4.8 | 4.6 |
| 2011 | 81.2 | 10.3 | 4.4 | 4.2 |
| 2012 | 80.1 | 11.1 | 4.1 | 4.7 |
| Average | 80.0 | 10.9 | 4.5 | 4.5 |

Table B3. Top 30 colleges and universities for Utah high school graduates (cohorts 2007-2012)

| College Name | n | % | College Name | n | % |
|-----------------------------|--------|-------|---|---------|-------|
| SALT LAKE COMMUNITY COLLEGE | 25,570 | 19.44 | DAVIS APPLIED TECHNOLOGY CENTER | 196 | 0.15 |
| UTAH VALLEY UNIVERSITY | 18,472 | 14.05 | STEVENS-HENAGER SALT LAKE CITY | 187 | 0.14 |
| UTAH STATE UNIVERSITY | 15,758 | 11.98 | WESTERN WYOMING COMMUNITY COLLEGE | 174 | 0.13 |
| WEBER STATE UNIVERSITY | 14,298 | 10.87 | STEVENS-HENAGER OGDEN | 146 | 0.11 |
| BRIGHAM YOUNG UNIVERSITY | 10,805 | 8.22 | EVEREST COLLEGE - WEST VALLEY | 135 | 0.10 |
| UNIVERSITY OF UTAH | 10,635 | 8.09 | WESTERN NEBRASKA COMMUNITY COLLEGE | 123 | 0.09 |
| DIXIE STATE UNIVERSITY | 7,297 | 5.55 | UNIVERSITY OF MARYLAND - UNIVERSITY COLLEGE | 120 | 0.09 |
| SOUTHERN UTAH UNIVERSITY | 6,343 | 4.82 | ARIZONA STATE UNIVERSITY | 115 | 0.09 |
| SNOW COLLEGE | 6,160 | 4.68 | COLLEGE OF SOUTHERN IDAHO | 105 | 0.08 |
| BRIGHAM YOUNG UNIVERSITY-ID | 2,959 | 2.20 | COLORADO MESA UNIVERSITY | 105 | 0.08 |
| WESTMINSTER COLLEGE OF SLC | 1,187 | 0.90 | WYOTECH - LARAMIE | 103 | 0.08 |
| LDS BUSINESS COLLEGE | 1,005 | 0.76 | COLORADO NORTHWESTERN COMMUNITY COLLEGE | 101 | 0.08 |
| BROADVIEW UNIVERSITY | 437 | 0.33 | COLLEGE OF SOUTHERN NEVADA | 94 | 0.07 |
| COLLEGE OF EASTERN UTAH | 433 | 0.33 | IOWA WESTERN COMMUNITY COLLEG | 87 | 0.07 |
| UNIVERSITY OF PHOENIX | 359 | 0.27 | | | |
| ITT TECHNICAL INSTITUTE | 231 | 0.18 | Total | 121,949 | 92.67 |

Table B4. Postsecondary enrollment of Utah high school graduates (cohorts 2007-2012) at selected institutions

| College Name | Number of Enrollment |
|---------------------------------------|----------------------|
| Brown University | 14 |
| Cornell University | 24 |
| Dartmouth College | 15 |
| Harvard University | 26 |
| Massachusetts Institute of Technology | 30 |
| Princeton University | 13 |
| Stanford University | 55 |
| The University of Chicago | 34 |
| University of Pennsylvania | 58 |
| Yale University | 21 |

Table B5. College participation rates of Utah high school graduates by gender

| Cohort | Gender | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|--------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2007 | Female | 14,674 | 57.4% | 62.7% | 65.4% | 67.2% | 68.6% | 69.5% | 70.1% | 70.6% | 71.0% | 71.2% |
| | Male | 14,436 | 42.6% | 48.0% | 56.5% | 64.5% | 67.5% | 69.1% | 70.1% | 70.8% | 71.3% | 71.6% |
| 2008 | Female | 15,031 | 58.4% | 64.4% | 67.1% | 68.6% | 69.7% | 70.4% | 71.0% | 71.4% | 71.7% | |
| | Male | 15,120 | 42.9% | 48.7% | 56.3% | 63.8% | 66.3% | 67.9% | 68.9% | 69.6% | 69.9% | |
| 2009 | Female | 15,440 | 59.1% | 64.9% | 67.4% | 68.9% | 69.9% | 70.6% | 71.2% | 71.5% | | |
| | Male | 15,120 | 45.3% | 50.5% | 58.1% | 65.0% | 67.5% | 68.8% | 69.8% | 70.2% | | |
| 2010 | Female | 16,123 | 60.8% | 66.9% | 69.3% | 70.8% | 71.8% | 72.7% | 73.1% | | | |
| | Male | 15,991 | 45.8% | 51.4% | 58.9% | 65.3% | 68.1% | 69.4% | 70.0% | | | |
| 2011 | Female | 15,763 | 62.5% | 67.5% | 69.9% | 71.3% | 72.3% | 72.6% | | | | |
| | Male | 15,877 | 46.2% | 51.2% | 58.3% | 65.6% | 68.3% | 69.2% | | | | |
| 2012 | Female | 16,659 | 59.3% | 64.4% | 66.9% | 68.5% | 69.2% | | | | | |
| | Male | 16,624 | 43.8% | 49.5% | 56.5% | 63.5% | 64.9% | | | | | |

Table B6. College participation rates of Utah high school graduates by ethnicity

| Cohort | Ethnicity | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2007 | Asian | 539 | 61.8% | 67.3% | 69.6% | 72.2% | 74.4% | 75.1% | 75.3% | 75.7% | 75.9% | 76.3% |
| | Black | 250 | 41.2% | 50.0% | 54.0% | 59.2% | 61.2% | 63.2% | 64.0% | 64.8% | 65.2% | 65.6% |
| | Caucasian | 25,264 | 52.1% | 57.4% | 63.2% | 68.3% | 70.4% | 71.6% | 72.3% | 72.9% | 73.3% | 73.5% |
| | Hispanic | 2,208 | 30.8% | 36.2% | 39.6% | 43.2% | 45.1% | 47.1% | 48.6% | 49.8% | 50.6% | 51.0% |
| | Am. Indian | 406 | 28.1% | 35.2% | 39.7% | 44.6% | 47.8% | 49.5% | 51.5% | 52.7% | 53.4% | 53.9% |
| | Pac. Isl. | 365 | 40.5% | 46.6% | 51.8% | 56.2% | 61.1% | 61.6% | 63.0% | 63.6% | 64.7% | |
| | Unknown | 78 | 42.3% | 44.9% | 56.4% | 61.5% | 65.4% | 67.9% | 69.2% | 69.2% | 69.2% | |
| 2008 | Asian | 588 | 62.1% | 67.0% | 70.4% | 71.9% | 73.1% | 75.2% | 75.9% | 76.0% | 76.2% | |
| | Black | 294 | 45.9% | 54.4% | 58.5% | 60.5% | 62.9% | 64.3% | 66.0% | 66.7% | 66.7% | |
| | Caucasian | 25,941 | 52.6% | 58.3% | 63.8% | 68.5% | 70.2% | 71.3% | 72.0% | 72.6% | 72.8% | |
| | Hispanic | 2,444 | 32.4% | 39.1% | 42.0% | 45.3% | 47.6% | 49.1% | 50.5% | 51.1% | 51.6% | |
| | Am. Indian | 388 | 30.4% | 38.1% | 44.3% | 48.2% | 51.3% | 52.1% | 53.4% | 54.6% | 54.6% | |
| | Pac. Isl. | 421 | 44.2% | 49.2% | 53.7% | 58.0% | 60.6% | 62.5% | 63.7% | 64.6% | 65.6% | |
| | Unknown | 75 | 53.3% | 62.7% | 65.3% | 68.0% | 69.3% | 69.3% | 73.3% | 73.3% | | |

Table B6. College participation rates of Utah high school graduates by ethnicity

| Cohort | Ethnicity | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2009 | Asian | 635 | 59.7% | 64.7% | 68.3% | 71.5% | 72.8% | 73.5% | 74.5% | 74.6% | | |
| | Black | 353 | 48.2% | 53.8% | 56.4% | 59.8% | 60.6% | 61.8% | 63.5% | 63.5% | | |
| | Caucasian | 25,823 | 54.4% | 59.9% | 65.3% | 69.5% | 71.2% | 72.1% | 72.9% | 73.2% | | |
| | Hispanic | 2,774 | 35.7% | 40.7% | 43.4% | 47.1% | 49.8% | 51.1% | 52.3% | 52.8% | | |
| | Am. Indian | 410 | 34.6% | 39.3% | 48.3% | 51.2% | 52.0% | 53.2% | 54.4% | 54.6% | | |
| | Pac. Isl. | 461 | 41.6% | 48.6% | 52.7% | 58.1% | 61.4% | 62.5% | 63.1% | 63.8% | | |
| | Unknown | 104 | 51.9% | 56.7% | 59.6% | 62.5% | 63.5% | 64.4% | 64.4% | | | |
| 2010 | Asian | 653 | 60.3% | 66.8% | 69.5% | 72.0% | 73.4% | 73.8% | 74.3% | | | |
| | Black | 383 | 52.2% | 59.5% | 62.7% | 64.0% | 64.5% | 65.8% | 66.1% | | | |
| | Caucasian | 26,805 | 55.6% | 61.2% | 66.3% | 70.5% | 72.3% | 73.4% | 73.9% | | | |
| | Hispanic | 3,209 | 35.8% | 42.3% | 46.3% | 49.6% | 52.2% | 53.9% | 54.4% | | | |
| | Am. Indian | 464 | 40.9% | 53.0% | 56.7% | 58.6% | 61.2% | 61.9% | 62.1% | | | |
| | Pac. Isl. | 489 | 50.7% | 56.9% | 61.6% | 66.5% | 68.5% | 70.3% | 71.0% | | | |
| | Unknown | 111 | 50.5% | 53.2% | 54.1% | 55.0% | 57.7% | 60.4% | 61.3% | | | |

Table B6. College participation rates of Utah high school graduates by ethnicity

| Cohort | Ethnicity | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2011 | Asian | 658 | 68.7% | 72.3% | 76.4% | 79.5% | 81.3% | 81.9% | | | | |
| | Black | 383 | 53.5% | 59.3% | 61.4% | 65.0% | 66.3% | 66.6% | | | | |
| | Caucasian | 26,010 | 56.2% | 61.2% | 66.1% | 70.6% | 72.6% | 73.2% | | | | |
| | Hispanic | 3,465 | 39.2% | 44.6% | 48.4% | 51.9% | 53.7% | 54.4% | | | | |
| | Am. Indian | 404 | 46.5% | 52.7% | 56.9% | 60.4% | 61.6% | 62.4% | | | | |
| | Multiple | 232 | 58.6% | 64.7% | 66.8% | 69.8% | 71.1% | 72.4% | | | | |
| | Pac. Isl. | 488 | 47.3% | 51.2% | 55.9% | 61.1% | 63.1% | 64.1% | | | | |
| 2012 | Asian | 697 | 61.5% | 67.7% | 70.9% | 72.7% | 73.6% | | | | | |
| | Black | 400 | 52.0% | 59.3% | 62.3% | 64.8% | 65.0% | | | | | |
| | Caucasian | 26,794 | 53.6% | 58.8% | 63.8% | 68.3% | 69.4% | | | | | |
| | Hispanic | 4,132 | 38.3% | 44.5% | 48.6% | 51.9% | 52.8% | | | | | |
| | Am. Indian | 426 | 45.8% | 51.4% | 54.0% | 57.0% | 58.2% | | | | | |
| | Multiple | 347 | 53.0% | 59.4% | 63.4% | 68.6% | 69.7% | | | | | |
| | Pac. Isl. | 487 | 41.1% | 46.4% | 49.9% | 56.3% | 58.3% | | | | | |

Table B7. College participation rates of Utah high school graduates by family income level

| Cohort | Income | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|----------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2007 | Non-Low Income | 24,634 | 53.1% | 58.5% | 64.3% | 69.1% | 71.1% | 72.2% | 72.9% | 73.4% | 73.8% | 74.0% |
| | Low Income | 4,476 | 33.1% | 38.5% | 43.0% | 48.3% | 51.4% | 53.4% | 54.6% | 55.6% | 56.4% | 56.6% |
| 2008 | Non-Low Income | 24,626 | 54.4% | 60.0% | 65.5% | 70.0% | 71.6% | 72.7% | 73.4% | 73.9% | 74.2% | |
| | Low Income | 5,525 | 34.1% | 40.9% | 45.0% | 49.2% | 51.7% | 53.4% | 54.6% | 55.3% | 55.7% | |
| 2009 | Non-Low Income | 24,661 | 55.9% | 61.2% | 66.4% | 70.5% | 72.1% | 73.0% | 73.7% | 74.1% | | |
| | Low Income | 5,899 | 37.3% | 43.5% | 48.0% | 52.2% | 54.6% | 55.9% | 57.0% | 57.5% | | |
| 2010 | Non-Low Income | 24,832 | 57.5% | 63.0% | 68.2% | 72.2% | 74.0% | 75.0% | 75.4% | | | |
| | Low Income | 7,282 | 39.3% | 46.0% | 50.2% | 53.9% | 56.3% | 57.8% | 58.4% | | | |
| 2011 | Non-Low Income | 23,753 | 58.4% | 63.3% | 68.2% | 72.7% | 74.5% | 75.1% | | | | |
| | Low Income | 7,887 | 42.0% | 47.5% | 51.6% | 55.4% | 57.5% | 58.3% | | | | |
| 2012 | Non-Low Income | 24,361 | 55.9% | 61.0% | 66.1% | 70.5% | 71.5% | | | | | |
| | Low Income | 8,922 | 39.8% | 45.9% | 49.8% | 53.6% | 55.0% | | | | | |

Note: A high school graduate' family income level was determined by qualifying for the free or reduced lunch program.

Table B8. College participation rates of Utah high school graduates by English proficiency

| Cohort | English | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|-------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2007 | Non-Limited | 28,749 | 50.5% | 55.9% | 61.5% | 66.4% | 68.6% | 69.8% | 70.6% | 71.2% | 71.7% | 71.9% |
| | Limited | 361 | 14.4% | 19.9% | 21.3% | 23.8% | 24.9% | 26.6% | 28.5% | 29.4% | 30.2% | 30.7% |
| 2008 | Non-Limited | 29,389 | 51.3% | 57.2% | 62.5% | 67.0% | 68.8% | 69.9% | 70.7% | 71.3% | 71.6% | |
| | Limited | 762 | 25.1% | 29.5% | 31.5% | 33.9% | 36.0% | 38.1% | 39.2% | 39.5% | 39.6% | |
| 2009 | Non-Limited | 29,809 | 53.1% | 58.6% | 63.7% | 67.9% | 69.6% | 70.5% | 71.4% | 71.7% | | |
| | Limited | 751 | 21.2% | 26.0% | 29.4% | 31.6% | 34.1% | 35.7% | 36.6% | 37.0% | | |
| 2010 | Non-Limited | 31,330 | 54.1% | 60.0% | 64.9% | 68.9% | 70.8% | 72.0% | 72.4% | | | |
| | Limited | 784 | 22.3% | 28.2% | 31.3% | 33.4% | 35.7% | 36.9% | 37.4% | | | |
| 2011 | Non-Limited | 30,947 | 54.9% | 59.9% | 64.7% | 69.1% | 71.0% | 71.6% | | | | |
| | Limited | 693 | 28.0% | 32.2% | 35.5% | 38.5% | 40.4% | 40.8% | | | | |
| 2012 | Non-Limited | 32,595 | 52.2% | 57.5% | 62.3% | 66.6% | 67.7% | | | | | |
| | Limited | 688 | 25.1% | 30.5% | 33.3% | 35.2% | 35.6% | | | | | |

Note: A high school graduate' English proficiency was determined by the student' status as an English learner. Specifically, the students with the code of N and F are not English learner, and the students with the code of O and Y are English learners.

Table B9. College participation rates of Utah High School Graduates by ACT scores

| Cohort | ACT | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|----------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2007 | No Score | 13,631 | 28.8% | 35.2% | 40.3% | 45.5% | 48.4% | 50.2% | 51.3% | 52.3% | 53.0% | 53.3% |
| | <= 18 | 3,838 | 55.1% | 61.8% | 67.8% | 73.8% | 76.1% | 77.2% | 78.1% | 78.6% | 79.0% | 79.3% |
| | 19 to 21 | 3,881 | 67.1% | 72.4% | 78.5% | 83.1% | 84.8% | 85.3% | 85.9% | 86.3% | 86.5% | 86.6% |
| | 22 to 24 | 3,452 | 71.2% | 75.3% | 81.3% | 86.1% | 87.7% | 88.4% | 89.0% | 89.3% | 89.5% | 89.5% |
| | 25 to 29 | 3,358 | 79.1% | 81.5% | 87.4% | 90.9% | 91.7% | 92.2% | 92.4% | 92.5% | 92.5% | 92.6% |
| | 30 to 36 | 950 | 84.2% | 86.1% | 92.2% | 94.2% | 94.6% | 94.6% | 94.9% | 94.9% | 95.1% | 95.2% |
| 2008 | No Score | 13,319 | 27.2% | 34.0% | 38.8% | 43.2% | 45.6% | 47.4% | 48.5% | 49.3% | 49.8% | |
| | <= 18 | 4,119 | 54.9% | 63.0% | 68.8% | 74.5% | 76.5% | 77.5% | 78.3% | 78.8% | 79.0% | |
| | 19 to 21 | 4,142 | 66.8% | 72.8% | 78.4% | 83.2% | 84.5% | 85.2% | 85.8% | 86.1% | 86.3% | |
| | 22 to 24 | 3,763 | 73.9% | 78.3% | 83.2% | 87.7% | 89.3% | 89.7% | 90.0% | 90.4% | 90.4% | |
| | 25 to 29 | 3,716 | 79.7% | 82.5% | 87.9% | 91.4% | 92.1% | 92.7% | 93.2% | 93.3% | 93.4% | |
| | 30 to 36 | 1,092 | 80.7% | 82.1% | 87.9% | 90.2% | 90.9% | 91.4% | 91.6% | 91.8% | 91.9% | |
| 2009 | No Score | 12,319 | 26.4% | 33.0% | 37.6% | 41.8% | 44.2% | 45.7% | 47.0% | 47.6% | | |
| | <= 18 | 4,538 | 56.1% | 63.1% | 68.2% | 73.0% | 75.0% | 76.1% | 77.0% | 77.3% | | |

Table B9. College participation rates of Utah High School Graduates by ACT scores

| Cohort | ACT | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|----------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2010 | 19 to 21 | 4,412 | 68.1% | 73.8% | 79.6% | 83.8% | 85.3% | 86.0% | 86.4% | 86.6% | | |
| | 22 to 24 | 4,047 | 73.6% | 77.7% | 83.3% | 87.7% | 88.8% | 89.3% | 89.5% | 89.8% | | |
| | 25 to 29 | 4,087 | 78.7% | 81.5% | 86.7% | 90.1% | 90.9% | 91.3% | 91.7% | 91.8% | | |
| | 30 to 36 | 1,157 | 84.6% | 85.6% | 90.6% | 92.5% | 93.1% | 93.3% | 93.3% | 93.5% | | |
| | No Score | 14,312 | 34.7% | 41.4% | 45.7% | 49.5% | 51.8% | 53.3% | 53.9% | | | |
| | <= 18 | 4,476 | 53.7% | 61.6% | 66.1% | 71.6% | 73.8% | 74.9% | 75.4% | | | |
| | 19 to 21 | 4,257 | 65.7% | 71.7% | 77.4% | 81.9% | 83.7% | 84.5% | 84.9% | | | |
| | 22 to 24 | 4,041 | 73.0% | 77.7% | 83.4% | 87.6% | 88.9% | 89.9% | 90.1% | | | |
| | 25 to 29 | 3,882 | 78.7% | 81.4% | 87.1% | 90.3% | 91.2% | 91.6% | 91.8% | | | |
| | 30 to 36 | 1,146 | 84.2% | 85.3% | 90.1% | 92.0% | 93.2% | 93.4% | 93.6% | | | |
| 2011 | No Score | 11,254 | 27.3% | 33.1% | 37.5% | 41.8% | 44.3% | 45.3% | | | | |
| | <= 18 | 5,063 | 55.4% | 61.8% | 66.2% | 71.1% | 73.0% | 73.8% | | | | |
| | 19 to 21 | 4,782 | 67.5% | 72.5% | 77.9% | 83.0% | 84.8% | 85.2% | | | | |
| | 22 to 24 | 4,628 | 74.0% | 78.1% | 82.9% | 87.1% | 88.4% | 88.9% | | | | |

Table B9. College participation rates of Utah High School Graduates by ACT scores

| Cohort | ACT | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2012 | 25 to 29 | 4,582 | 78.4% | 81.5% | 86.7% | 90.2% | 91.1% | 91.3% | | | | |
| | 30 to 36 | 1,331 | 81.0% | 82.9% | 88.0% | 91.4% | 92.8% | 93.1% | | | | |
| | No Score | 9,608 | 28.6% | 34.6% | 38.7% | 42.6% | 44.0% | | | | | |
| | <= 18 | 7,344 | 41.6% | 48.4% | 53.3% | 58.4% | 59.6% | | | | | |
| | 19 to 21 | 5,285 | 61.0% | 67.3% | 72.4% | 77.4% | 78.7% | | | | | |
| | 22 to 24 | 4,711 | 68.5% | 72.7% | 78.1% | 82.7% | 83.6% | | | | | |
| | 25 to 29 | 4,900 | 76.2% | 79.4% | 84.3% | 87.9% | 88.3% | | | | | |
| | 30 to 36 | 1,435 | 82.4% | 83.8% | 88.4% | 90.2% | 90.4% | | | | | |

Table C1. College completion rates of Utah high school graduates

| Cohort | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|---------|--------|------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2007 | 20,775 | 0.8% | 5.4% | 10.5% | 20.5% | 30.0% | 38.0% | 46.1% | 52.0% | 55.9% | 56.2% |
| 2008 | 21,341 | 1.4% | 6.1% | 11.3% | 22.0% | 31.5% | 39.8% | 47.9% | 53.6% | 54.0% | |
| 2009 | 21,657 | 1.8% | 7.0% | 12.6% | 22.6% | 32.4% | 40.7% | 49.0% | 49.6% | | |
| 2010 | 22,985 | 2.4% | 7.8% | 13.2% | 23.9% | 33.3% | 41.4% | 42.0% | | | |
| 2011 | 22,438 | 2.6% | 8.1% | 13.1% | 23.4% | 33.0% | 33.8% | | | | |
| 2012 | 22,321 | 2.9% | 7.5% | 12.5% | 23.1% | 24.1% | | | | | |
| Average | | 2.0% | 7.0% | 12.2% | 22.6% | 30.7% | 38.8% | 46.3% | 51.7% | 55.0% | 56.2% |

Note: College completion rate is the percentage of high school graduates of a given year who enroll in 2- or 4-year colleges and complete their programs with certificates or degrees.

Table C2. College completion rates of Utah high school graduates by gender

| Cohort | Gender | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|--------|--------|------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2007 | Female | 10,444 | 0.9% | 8.5% | 16.7% | 31.2% | 43.0% | 49.8% | 54.4% | 57.7% | 60.1% | 60.3% |
| | Male | 10,331 | 0.7% | 2.2% | 4.2% | 9.8% | 16.9% | 26.1% | 37.7% | 46.3% | 51.6% | 52.1% |
| 2008 | Female | 10,774 | 1.7% | 9.5% | 17.6% | 32.8% | 44.1% | 51.3% | 56.0% | 59.2% | 59.5% | |
| | Male | 10,567 | 1.1% | 2.7% | 4.9% | 11.0% | 18.6% | 28.0% | 39.6% | 48.0% | 48.5% | |
| 2009 | Female | 11,036 | 1.9% | 10.4% | 19.1% | 32.7% | 44.7% | 51.9% | 56.7% | 57.2% | | |
| | Male | 10,621 | 1.6% | 3.5% | 5.8% | 12.1% | 19.7% | 29.2% | 41.0% | 41.7% | | |
| 2010 | Female | 11,793 | 2.3% | 11.1% | 19.5% | 34.1% | 45.3% | 52.1% | 52.6% | | | |
| | Male | 11,192 | 2.4% | 4.3% | 6.5% | 13.1% | 20.6% | 30.2% | 30.9% | | | |
| 2011 | Female | 11,446 | 2.5% | 11.5% | 19.0% | 32.5% | 43.7% | 44.6% | | | | |
| | Male | 10,992 | 2.7% | 4.6% | 6.9% | 14.0% | 21.8% | 22.5% | | | | |
| 2012 | Female | 11,527 | 3.3% | 10.4% | 17.4% | 31.4% | 32.5% | | | | | |
| | Male | 10,794 | 2.6% | 4.5% | 7.2% | 14.3% | 15.1% | | | | | |

Table C3. College completion rates of Utah high school graduates by ethnicity

| Cohort | Ethnicity | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|---------------|--------|------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2007 | Asian | 411 | 0.2% | 4.9% | 10.2% | 26.0% | 39.2% | 48.4% | 55.7% | 61.1% | 65.5% | 65.9% |
| | Black | 164 | 0.0% | 2.4% | 4.9% | 12.2% | 17.1% | 22.6% | 25.6% | 29.3% | 31.1% | 31.1% |
| | Caucasian | 18,564 | 0.8% | 5.6% | 10.9% | 21.2% | 31.0% | 39.2% | 47.6% | 53.8% | 57.7% | 58.0% |
| | Hispanic | 1,127 | 0.3% | 2.5% | 6.6% | 12.7% | 19.1% | 24.0% | 29.2% | 32.6% | 36.1% | 36.5% |
| | Am. Indian | 219 | 0.5% | 4.6% | 9.1% | 14.6% | 19.2% | 23.7% | 27.9% | 31.5% | 34.2% | |
| | Pac. Islander | 236 | 0.4% | 3.8% | 7.2% | 12.3% | 15.7% | 21.2% | 25.4% | 28.8% | 31.4% | |
| | Unknown | 54 | 1.9% | 1.9% | 1.9% | 5.6% | 14.8% | 25.9% | 33.3% | 42.6% | 46.3% | |
| 2008 | Asian | 448 | 0.7% | 3.6% | 9.6% | 28.8% | 43.5% | 50.0% | 56.5% | 61.8% | 62.5% | |
| | Black | 196 | 1.0% | 3.1% | 8.2% | 12.8% | 21.9% | 26.0% | 30.6% | 32.7% | 33.2% | |
| | Caucasian | 18,893 | 1.5% | 6.5% | 11.7% | 22.7% | 32.4% | 41.0% | 49.6% | 55.6% | 56.0% | |
| | Hispanic | 1,261 | 1.2% | 3.8% | 8.8% | 14.3% | 20.4% | 25.6% | 29.9% | 33.1% | 33.6% | |
| | Am. Indian | 212 | 0.5% | 3.3% | 7.5% | 11.3% | 15.6% | 19.3% | 22.6% | 25.5% | 25.5% | |
| | Pac. Islander | 276 | 1.1% | 2.5% | 5.4% | 11.6% | 15.9% | 22.5% | 26.4% | 31.2% | 31.5% | |
| | Unknown | 55 | 1.8% | 1.8% | 7.3% | 30.9% | 47.3% | 54.5% | 60.0% | 65.5% | 67.3% | |

Table C3. College completion rates of Utah high school graduates by ethnicity

| Cohort | Ethnicity | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|---------------|--------|------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2009 | Asian | 474 | 1.1% | 3.8% | 8.9% | 26.4% | 40.5% | 48.3% | 56.1% | 56.5% | | |
| | Black | 224 | 0.0% | 1.8% | 5.4% | 12.9% | 21.4% | 26.8% | 30.8% | 31.3% | | |
| | Caucasian | 18,910 | 1.8% | 7.4% | 13.1% | 23.4% | 33.5% | 42.3% | 50.9% | 51.5% | | |
| | Hispanic | 1,464 | 1.6% | 4.8% | 9.6% | 15.4% | 21.9% | 27.1% | 31.8% | 32.2% | | |
| | Am. Indian | 224 | 1.3% | 7.1% | 12.5% | 19.2% | 24.1% | 29.0% | 33.5% | 33.5% | | |
| | Pac. Islander | 294 | 1.7% | 4.1% | 6.5% | 9.5% | 14.6% | 18.4% | 23.1% | 23.8% | | |
| | Unknown | 67 | 1.5% | 9.0% | 14.9% | 22.4% | 34.3% | 44.8% | 50.7% | 52.2% | | |
| 2010 | Asian | 485 | 1.6% | 4.1% | 8.9% | 23.9% | 38.8% | 50.3% | 50.5% | | | |
| | Black | 253 | 1.2% | 2.8% | 4.7% | 11.9% | 20.6% | 25.3% | 25.3% | | | |
| | Caucasian | 19,797 | 2.5% | 8.3% | 13.9% | 25.1% | 34.8% | 43.3% | 43.9% | | | |
| | Hispanic | 1,747 | 1.3% | 5.0% | 9.3% | 15.8% | 22.0% | 27.5% | 27.9% | | | |
| | Am. Indian | 288 | 2.1% | 6.9% | 11.1% | 17.0% | 20.5% | 25.3% | 25.3% | | | |
| | Pac. Islander | 347 | 1.2% | 3.5% | 6.6% | 11.2% | 15.9% | 19.0% | 19.6% | | | |
| | Unknown | 68 | 7.4% | 7.4% | 10.3% | 19.1% | 32.4% | 42.6% | 44.1% | | | |

Table C3. College completion rates of Utah high school graduates by ethnicity

| Cohort | Ethnicity | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|---------------|--------|------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2011 | Asian | 539 | 2.4% | 5.0% | 10.0% | 29.9% | 42.9% | 43.2% | | | | |
| | Black | 255 | 1.2% | 2.7% | 7.5% | 15.3% | 22.4% | 23.1% | | | | |
| | Caucasian | 19,027 | 2.7% | 8.7% | 13.8% | 24.3% | 34.2% | 35.1% | | | | |
| | Hispanic | 1,884 | 1.6% | 4.9% | 9.1% | 15.9% | 23.1% | 23.5% | | | | |
| | Am. Indian | 252 | 4.4% | 9.1% | 13.5% | 18.7% | 25.0% | 26.6% | | | | |
| | Multiple | 168 | 1.8% | 4.2% | 8.3% | 26.8% | 35.7% | | | | | |
| | Pac. Islander | 313 | 1.6% | 5.1% | 6.1% | 9.3% | 13.1% | | | | | |
| 2012 | Asian | 513 | 2.5% | 6.2% | 12.1% | 26.7% | 27.5% | | | | | |
| | Black | 260 | 1.2% | 3.5% | 6.5% | 12.3% | 12.3% | | | | | |
| | Caucasian | 18,593 | 3.1% | 7.9% | 12.9% | 24.2% | 25.2% | | | | | |
| | Hispanic | 2,181 | 2.4% | 6.0% | 10.6% | 17.2% | 18.1% | | | | | |
| | Am. Indian | 248 | 3.6% | 6.0% | 8.9% | 14.5% | 15.3% | | | | | |
| | Multiple | 242 | 2.9% | 5.0% | 8.7% | 18.6% | 19.4% | | | | | |
| | Pac. Islander | 284 | 1.1% | 6.3% | 7.7% | 12.0% | 12.7% | | | | | |

Table C4. College completion rates of Utah high school graduates by family income level

| Cohort | Income | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|----------------|--------|------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2007 | Non-Low Income | 18,240 | 0.8% | 5.6% | 10.8% | 21.4% | 31.2% | 39.5% | 47.9% | 54.1% | 57.9% | 58.3% |
| | Low Income | 2,535 | 0.5% | 4.1% | 8.2% | 14.6% | 21.7% | 27.4% | 32.8% | 37.1% | 40.8% | 41.1% |
| 2008 | Non-Low Income | 18,264 | 1.4% | 6.3% | 11.5% | 23.0% | 32.9% | 41.6% | 50.2% | 56.2% | 56.6% | |
| | Low Income | 3,077 | 1.2% | 5.1% | 9.9% | 16.4% | 23.1% | 29.1% | 34.4% | 38.6% | 38.8% | |
| 2009 | Non-Low Income | 18,268 | 1.9% | 7.3% | 12.9% | 23.4% | 33.9% | 42.9% | 51.6% | 52.2% | | |
| | Low Income | 3,389 | 1.2% | 5.4% | 10.8% | 17.9% | 24.3% | 29.4% | 35.0% | 35.6% | | |
| 2010 | Non-Low Income | 18,731 | 2.5% | 8.0% | 13.6% | 25.2% | 35.2% | 44.1% | 44.8% | | | |
| | Low Income | 4,254 | 2.0% | 6.9% | 11.3% | 18.2% | 24.7% | 29.6% | 30.0% | | | |
| 2011 | Non-Low Income | 17,839 | 2.6% | 8.4% | 13.6% | 24.9% | 35.1% | 36.0% | | | | |
| | Low Income | 4,599 | 2.4% | 7.0% | 11.0% | 17.5% | 24.7% | 25.3% | | | | |
| 2012 | Non-Low Income | 17,416 | 3.0% | 7.9% | 13.0% | 24.7% | 25.7% | | | | | |
| | Low Income | 4,905 | 2.7% | 6.2% | 10.5% | 17.4% | 18.2% | | | | | |

Table C5. College completion rates of Utah high school graduates by English proficiency

| Cohort | English | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|-------------|--------|------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2007 | Non-Limited | 20,664 | 0.8% | 5.4% | 10.5% | 20.6% | 30.1% | 38.1% | 46.2% | 52.1% | 56.0% | 56.4% |
| | Limited | 111 | 0.0% | 1.8% | 5.4% | 11.7% | 15.3% | 22.5% | 27.0% | 31.5% | 32.4% | 32.4% |
| 2008 | Non-Limited | 21,039 | 1.4% | 6.2% | 11.4% | 22.3% | 31.8% | 40.1% | 48.3% | 54.1% | 54.5% | |
| | Limited | 302 | 0.3% | 1.0% | 5.0% | 7.3% | 13.9% | 19.2% | 21.2% | 24.8% | 24.8% | |
| 2009 | Non-Limited | 21,379 | 1.8% | 7.1% | 12.6% | 22.7% | 32.6% | 41.0% | 49.3% | 49.9% | | |
| | Limited | 278 | 0.0% | 2.2% | 7.6% | 13.3% | 17.6% | 20.1% | 23.0% | 23.7% | | |
| 2010 | Non-Limited | 22,692 | 2.4% | 7.8% | 13.2% | 24.0% | 33.5% | 41.7% | 42.3% | | | |
| | Limited | 293 | 1.7% | 3.4% | 8.5% | 13.0% | 17.7% | 20.8% | 21.2% | | | |
| 2011 | Non-Limited | 22,155 | 2.6% | 8.2% | 13.2% | 23.6% | 33.2% | 34.0% | | | | |
| | Limited | 283 | 0.4% | 2.8% | 4.9% | 9.2% | 14.1% | 14.1% | | | | |
| 2012 | Non-Limited | 22,076 | 3.0% | 7.6% | 12.5% | 23.3% | 24.3% | | | | | |
| | Limited | 245 | 0.4% | 1.2% | 4.9% | 9.0% | 10.2% | | | | | |

Table C6. College completion rates of Utah high school graduates by ACT scores

| Cohort | ACT | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|----------|-------|------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2007 | No Score | 7,272 | 0.6% | 3.2% | 6.7% | 12.3% | 18.6% | 24.2% | 29.9% | 34.4% | 38.3% | 38.7% |
| | <= 18 | 3,042 | 0.5% | 4.9% | 9.6% | 15.5% | 22.0% | 27.6% | 33.8% | 38.9% | 42.7% | 42.9% |
| | 19 to 21 | 3,360 | 1.0% | 7.2% | 13.5% | 23.4% | 34.3% | 41.9% | 50.2% | 57.0% | 60.4% | 61.0% |
| | 22 to 24 | 3,088 | 0.7% | 7.7% | 14.3% | 27.4% | 40.3% | 50.0% | 58.7% | 66.9% | 71.4% | 71.7% |
| | 25 to 29 | 3,109 | 1.4% | 7.2% | 13.8% | 31.9% | 45.5% | 57.0% | 69.3% | 76.3% | 80.2% | 80.5% |
| | 30 to 36 | 904 | 0.8% | 2.7% | 8.6% | 31.0% | 45.6% | 63.4% | 79.4% | 85.3% | 87.8% | 87.8% |
| 2008 | No Score | 6,634 | 1.0% | 3.4% | 6.4% | 12.1% | 18.0% | 24.1% | 29.7% | 34.5% | 34.9% | |
| | <= 18 | 3,255 | 1.0% | 4.4% | 9.5% | 15.7% | 22.7% | 28.9% | 33.6% | 39.1% | 39.8% | |
| | 19 to 21 | 3,574 | 1.3% | 7.8% | 14.5% | 25.0% | 35.7% | 43.8% | 51.5% | 57.4% | 57.8% | |
| | 22 to 24 | 3,403 | 1.8% | 9.8% | 16.7% | 29.8% | 42.2% | 51.3% | 61.1% | 67.6% | 68.0% | |
| | 25 to 29 | 3,471 | 2.3% | 8.4% | 14.8% | 34.0% | 47.3% | 58.1% | 70.4% | 77.4% | 77.7% | |
| | 30 to 36 | 1,004 | 1.3% | 3.5% | 8.0% | 30.4% | 43.1% | 61.9% | 78.8% | 84.8% | 84.8% | |
| 2009 | No Score | 5,867 | 1.4% | 3.7% | 6.7% | 12.0% | 17.3% | 22.2% | 27.3% | 28.1% | | |
| | <= 18 | 3,506 | 1.1% | 5.1% | 10.7% | 16.5% | 23.2% | 29.0% | 34.0% | 34.5% | | |

Table C6. College completion rates of Utah high school graduates by ACT scores

| Cohort | ACT | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|----------|-------|------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2010 | 19 to 21 | 3,819 | 1.7% | 8.1% | 15.3% | 24.6% | 35.6% | 43.6% | 51.4% | 52.1% | | |
| | 22 to 24 | 3,633 | 2.3% | 11.0% | 17.9% | 29.9% | 42.7% | 52.4% | 62.0% | 62.5% | | |
| | 25 to 29 | 3,750 | 2.6% | 9.6% | 16.6% | 32.9% | 47.5% | 59.2% | 72.1% | 72.5% | | |
| | 30 to 36 | 1,082 | 2.1% | 4.9% | 9.2% | 32.5% | 46.7% | 66.5% | 82.7% | 83.1% | | |
| | No Score | 7,719 | 1.5% | 4.5% | 8.2% | 15.8% | 22.9% | 29.1% | 29.7% | | | |
| | <= 18 | 3,374 | 1.2% | 5.4% | 9.9% | 15.9% | 22.1% | 27.8% | 28.4% | | | |
| | 19 to 21 | 3,615 | 1.8% | 8.6% | 14.7% | 24.3% | 34.3% | 41.9% | 42.7% | | | |
| | 22 to 24 | 3,641 | 3.2% | 12.8% | 19.9% | 32.3% | 44.4% | 52.3% | 53.0% | | | |
| 2011 | 25 to 29 | 3,563 | 5.0% | 12.0% | 19.4% | 36.8% | 49.3% | 61.3% | 61.7% | | | |
| | 30 to 36 | 1,073 | 2.8% | 5.5% | 10.4% | 34.3% | 48.6% | 68.8% | 69.2% | | | |
| | No Score | 5,096 | 1.9% | 4.4% | 7.5% | 13.0% | 18.3% | 19.1% | | | | |
| | <= 18 | 3,736 | 1.5% | 5.2% | 9.4% | 14.9% | 21.2% | 22.1% | | | | |
| | 19 to 21 | 4,072 | 1.7% | 9.0% | 14.6% | 23.5% | 33.3% | 34.2% | | | | |
| | 22 to 24 | 4,112 | 3.1% | 11.9% | 18.7% | 31.0% | 43.6% | 44.4% | | | | |

Table C6. College completion rates of Utah high school graduates by ACT scores

| Cohort | ACT | Size | 1_Yr | 2_Yrs | 3_Yrs | 4_Yrs | 5_Yrs | 6_Yrs | 7_Yrs | 8_Yrs | 9_Yrs | 10_Yrs |
|--------|----------|-------|------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 2012 | 25 to 29 | 4,183 | 4.2% | 10.9% | 16.7% | 33.4% | 47.1% | 48.0% | | | | |
| | 30 to 36 | 1,239 | 4.1% | 6.8% | 10.7% | 32.3% | 45.1% | 45.4% | | | | |
| | No Score | 4,223 | 2.0% | 4.9% | 7.9% | 14.7% | 15.3% | | | | | |
| | <= 18 | 4,379 | 1.4% | 4.2% | 7.6% | 13.0% | 14.0% | | | | | |
| | 19 to 21 | 4,159 | 2.1% | 7.4% | 13.4% | 22.9% | 24.2% | | | | | |
| | 22 to 24 | 3,937 | 3.6% | 10.7% | 17.3% | 28.9% | 30.1% | | | | | |
| | 25 to 29 | 4,326 | 4.7% | 10.6% | 16.7% | 33.1% | 34.0% | | | | | |
| | 30 to 36 | 1,297 | 5.8% | 7.9% | 11.9% | 34.3% | 34.7% | | | | | |

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Regent Policy R315, Service Area Designations and Coordination of Off-Campus Courses and Programs

Issue

During the January 2017 meeting of the State Board of Regents, Policy R315 was reviewed during discussion of the Regents on service area designations for programs and facilities. The Board of Regents asked for changes in Policy R315 as the result of their discussion.

Background

Regents requested the following changes be made to Policy R315:

1. Provide a process for the State Board of Regents to receive notice of any Memoranda of Understanding (MOUs) between Utah System of Higher Education (USHE) institutions for out-of-service-area delivery of courses and programs (as allowed for in the current version of R315) and approve such notice on the General Consent Calendar. In addition to notification to the Board of Regents, the Regents directed that policy language indicate that all MOUs under this policy contain information on the cycle for review and renewal of the MOU. No MOU was to indicate the agreement to be in perpetuity. Further, the Regents directed that MOUs for out-of-area service delivery are to be executed for any agreement not on the list of out-of-service area approved offerings affirmed by the Board of Regents March 28, 2014 (https://higheredutah.org/wp-content/uploads/2014/06/SBR2014-03-28_R315Verification-List.pdf), as called for in the policy.
2. Deletion of section 4.9.3 (Statewide Program Roles), which provides unnecessary confusion with a clear policy in place that allows for out-of-service delivery by agreement.

Policy Issues

Both of these changes are addressed in the policy revision being presented for approval. The proposed changes have been reviewed by the Chief Academic Officers. There are no additional policy issues.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the revisions to Regent Policy R315,
Service Area Designations and Coordination of Off-Campus Courses and Programs

David L. Buhler
Commissioner of Higher Education

DLB/EJH
Attachments

R315, Service Area Designations and Coordination of Off-Campus Courses and Programs¹

R315-1. Purpose

- 1.1. **Provide Principles:** To provide principles for offering levels and types of instruction at off-campus locations. These principles include: responsiveness to state-wide needs for higher education, efficient and effective use of state resources, accessibility to higher education throughout the state, and high quality educational experiences.
- 1.2. **Designate Service Areas:** To designate institutional service areas by county, level and type of instruction for USHE colleges and universities.
- 1.3. **Establish Guidelines:** To establish guidelines under which the Commissioner may review service area assignments, and recommend for review and approval of the Board service area education coordination plans outlining institutional responsibilities within the area to coordinate and offer instructional programs.

R315-2. References

- 2.1. Utah Code [§53B-16-101](#) (Establishment of Institutional Roles and General Courses of Study)
- 2.2. Policy and Procedure, [R312](#), Configuration of the Utah System of Higher Education and Institutional Missions and Roles
- 2.3. Policy and Procedure [R353](#), Telecommunications for Off-campus Learning
- 2.4. Policy and Procedure [R354](#), State Wide Open Broadcast Courses and Programs
- 2.5. Policy and Procedure [R355](#), Planning, Funding and Delivery of Courses and Programs via Statewide Telecommunications Networks
- 2.6. Policy and Procedure [R401](#), Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports
- 2.7. Policy and Procedure [R428](#), Coordination, Support and Monitoring of Career and Technical Education

R315-3. Definitions

- 3.1 **Designated Service Area.** The Utah counties for which a Utah System of Higher Education (USHE) institution has responsibility to provide courses or programs of study that fit within its mission
- 3.2 **Designated Service Area Provider** – The USHE institution with responsibility to: (1) provide courses or programs of study consistent with its mission within a designated service area, (2) assist in identifying other USHE institutions to provide courses or programs not within its mission, and (3) respond to

¹ Approved September 23, 1994; amended January 21, 2000, April 15, 2009, September 13, 2013 and November 18, 2016..

requests from other institutions wishing to provide courses or programs of study within the provider's designated service area. Designated service areas are identified in R-315.7.

3.3. Concurrent Enrollment - enrollment by public school students in one or more USHE institution course(s) under a contractual agreement between the USHE institution and a school district/public school. Students continue to be enrolled in public schools, to be counted in average daily membership, and to receive credit toward graduation. They also receive college credit for courses. Concurrent enrollment is distinct from early college admission. (R165)

R315-4. Service Area Principles

4.1. Graduate Education: Graduate education is conducted primarily on the main campuses of the teaching and research universities. Some selected professional master's degree programs are offered at the Master's Universities. Selected off-campus graduate programs are offered by universities at centers and branch campuses, through university centers and distance learning technologies.

4.2. Upper Division Education: Upper division education is delivered by the universities (UofU, USU, WSU, SUU and UVU) on their main campuses, centers, branch campuses, university centers, and through distance learning opportunities; and by Dixie State University, and Snow College, but only as approved by the Regents.

4.3. Lower Division Education: Access to lower division education, including concurrent enrollment, should be as broadly available throughout the state as resources allow. In general, growth in lower division enrollments will be met by the comprehensive community colleges (SLCC and SNOW), baccalaureate college (DSU), and the Master's universities (WSU, SUU, and UVU) and through distance learning opportunities.

4.4. Remedial and Developmental Education: Remedial and developmental education is a part of the community college mission and receives regular state support at those institutions with that express mission. At institutions that do not have an express community college mission (aside from the Career and Technical Education roles that all USHE institutions except for the University of Utah) any below 1000 level (remedial or developmental) courses can be provided on a self-support basis.

4.5. Postsecondary Career and Technical Education (CTE): The Utah State Board of Regents, recognizing the diverse goals of its students, is committed to offering postsecondary career and technical education, both credit and noncredit. Postsecondary CTE is a vital statewide role of the Utah System of Higher Education. This responsibility is met in assigned service areas by all USHE institutions except for the University of Utah, which does not have a CTE mission.

4.6. Community Outreach: All USHE institutions engage their larger community by enhancing cultural and economic development within communities. An institution's mission and role influences the specific community outreach activities it promotes.

4.7. Collaboration, Cooperation, and Sharing of Service Area Facilities: The institutions are part of a single system of higher education. Institutions shall collaborate, cooperate, and share facilities in geographic areas where more than one institution delivers educational services.

4.8. Right of First Refusal and Primary Responsibility: Within designated service areas, the local institution(s) has/have the right of first refusal and the first responsibility to provide programs consistent with mission and role assignments and to coordinate other offerings. After consultation and with the concurrence of the institution(s) designated to serve a particular area, other state institutions may provide

needed lower division and other courses, that do not fall within the designated service provider(s)' mission and role assignments, interests, and/or capacities. Institutions shall designate a person responsible for responding to constituent requests for course and program delivery. Requests from constituents in another state institution's designated service area shall be forwarded to the contact person of the appropriate designated service area provider. When the designated service area provider is unable to respond to a constituent request, the designated person within the institution should attempt to identify a possible alternative provider from within the USHE.

4.9. Regents-Approved Exceptions to Geographic Service Areas: Special circumstances involving such matters as methods of instruction, funding sources or mission and role assignments may result in exceptions to the geographic service area role assignments.

4.9.1. Technology-Delivered Instruction: Technologically-delivered courses and programs afford an efficient and effective means for Utah colleges and universities to provide broader and more economical access to high quality instruction. Courses or programs delivered via technology in asynchronous faculty-student interaction (fully "on-line" programs) are exceptions to the geographic service area designations.

4.9.2. Special Contract Courses: Self-supporting special contract courses, conferences, or programs with industry, government, or school districts not open to the general public will be exceptions under Regent guidelines.

~~4.9.3. Exclusive Statewide Program Roles: Certain exclusive statewide or regional program roles have been assigned to particular institutions. These institutions may provide programs outside their respective service areas under Regent guidelines. The institutional service areas are specified in R315-7.~~

4.10. Adjustments Approved by the Board: At a given time, in a given location, the Board may determine that a certain level or type of educational or training program is better delivered by an institution other than the one designated by this policy.

R315-5. Geographic Designations of Service Area Assignments for Off-Campus Programs and Courses by Program Level

5.1. Service Area Assignments: Service area assignments, as currently approved by the Board, are summarized in R315-7. Assignments are made through an evolving process that reflects an ongoing evaluation by the Commissioner and institutional Presidents. After recommendation by the Commissioner and institutional Presidents, assignments are reviewed and approved by the Board.

5.2. Designation by Type of Program: The geographic designations are intended to define service areas for off-campus programs offered by USHE institutions, including concurrent enrollment programs with high schools. Service areas for the delivery of career and technical education programs will be in accordance with R428, Coordination, Support, and Monitoring of Career and Technical Education.

R315-6. Provision for Delivery Outside of Designated Service Area

6.1 Provision by Written Agreement. An institution may deliver instruction outside of its designated service region ~~only if~~ if a written agreement between the Presidents of the delivering institution ~~the institution's president enters into a written agreement with~~ and the president of the ~~institution with~~ responsibility for the ~~responsible for the~~ designated service area ~~has been executed~~ (with the exceptions noted in R315.4.8). Agreements ~~should~~ shall address: ~~-(1)~~ identify the course or program offerings to be

delivered, (2) address facility-sharing or other conditions of offering to be provided by each institution, and
 (3) may only be effective for a period of five years~~conditions under which the institutions may revise or~~
~~discontinue the agreement. The presidents shall provide a~~ copy of any the executed written agreement
~~under this provision, when executed, shall be provided to the Academic and Student Affairs division of the~~
Commissioner's office as a Notification Item for approval on the Regents' General Consent Calendar as
described in Regents' Policy R401 (Approval of New Programs, Program Changes, Discontinued
Programs, and Program Reports).

6.2 Verification of Existing Delivery Outside of a Designated Service Area. The Commissioner's Office has responsibility for compiling a list of instruction being delivered outside designated service areas by each USHE institution no later than one month after Regent approval of this policy revision. The existing delivery outside of a designated service area that appears on this compiled list will be considered already approved. Institutions shall provide the name and contact information for the contact person for constituent requests for program delivery to the Office of the Commissioner.

6.3 Notification and Review of Program Delivery During Program Development and Approval Processes

6.3.1 As specified in R401 (6.1.4), institutions must report annually what programs they have under development or consideration [including currently approved programs being developed for fully on-line (asynchronous) delivery outside the institution's service region].

6.3.2 Each year, the CAOs will update the matrix describing programs under development or consideration (per R401), and the submissions will be reviewed by the Council of CAOs, with objections or concerns being raised during that review. This does not preclude an institution from objecting to a program during the R401 program review process, but it is preferable for objections to program delivery outside of a service area be raised BEFORE an institution spends considerable time and energy developing a program, if possible.

6.4 Conflict Resolution. When conflicts arise regarding delivery of programs, the CAOs of the involved institutions shall attempt to resolve the conflict. Conflicts that cannot be resolved at this level shall be addressed by the presidents of the involved institutions. Unresolved conflicts at the level of the involved presidents shall be forwarded to the Commissioner (in consultation with the Board of Regents) for resolution.

R315-7. Designated Service Areas

| Institution | Service Area/by County |
|-----------------------------|--|
| University of Utah | Salt Lake, Summit (Park City only) |
| Utah State University | Cache, Rich, Box Elder, Duchesne, Uintah, Daggett, Tooele, <u>Carbon, Emery, Grand, San Juan</u> |
| — USU — Eastern | Carbon, Emery, Grand, San Juan |
| Weber State University | Weber, Morgan, Davis |
| Southern Utah University | Iron, Garfield, Beaver |
| Utah Valley University | Utah, Wasatch, Summit (concurrent enrollment only within Park City) |
| Dixie State University | Washington, Kane |
| Snow College | Sanpete, Sevier, Wayne, Piute, Millard, Juab |
| Salt Lake Community College | Salt Lake for certificate, applied associate and associate degrees |

R315, Service Area Designations and Coordination of Off-Campus Courses and Programs¹

R315-1. Purpose

- 1.1. **Provide Principles:** To provide principles for offering levels and types of instruction at off-campus locations. These principles include: responsiveness to state-wide needs for higher education, efficient and effective use of state resources, accessibility to higher education throughout the state, and high quality educational experiences.
- 1.2. **Designate Service Areas:** To designate institutional service areas by county, level and type of instruction for USHE colleges and universities.
- 1.3. **Establish Guidelines:** To establish guidelines under which the Commissioner may review service area assignments, and recommend for review and approval of the Board service area education coordination plans outlining institutional responsibilities within the area to coordinate and offer instructional programs.

R315-2. References

- 2.1. Utah Code [§53B-16-101](#) (Establishment of Institutional Roles and General Courses of Study)
- 2.2. Policy and Procedure, [R312](#), Configuration of the Utah System of Higher Education and Institutional Missions and Roles
- 2.3. Policy and Procedure [R353](#), Telecommunications for Off-campus Learning
- 2.4. Policy and Procedure [R354](#), State Wide Open Broadcast Courses and Programs
- 2.5. Policy and Procedure [R355](#), Planning, Funding and Delivery of Courses and Programs via Statewide Telecommunications Networks
- 2.6. Policy and Procedure [R401](#), Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports
- 2.7. Policy and Procedure [R428](#), Coordination, Support and Monitoring of Career and Technical Education

R315-3. Definitions

- 3.1 **Designated Service Area.** The Utah counties for which a Utah System of Higher Education (USHE) institution has responsibility to provide courses or programs of study that fit within its mission
- 3.2 **Designated Service Area Provider** – The USHE institution with responsibility to: (1) provide courses or programs of study consistent with its mission within a designated service area, (2) assist in identifying other USHE institutions to provide courses or programs not within its mission, and (3) respond to

¹ Approved September 23, 1994; amended January 21, 2000, April 15, 2009, September 13, 2013 and November 18, 2016..

requests from other institutions wishing to provide courses or programs of study within the provider's designated service area. Designated service areas are identified in R-315.7.

3.3. Concurrent Enrollment - enrollment by public school students in one or more USHE institution course(s) under a contractual agreement between the USHE institution and a school district/public school. Students continue to be enrolled in public schools, to be counted in average daily membership, and to receive credit toward graduation. They also receive college credit for courses. Concurrent enrollment is distinct from early college admission. (R165)

R315-4. Service Area Principles

4.1. Graduate Education: Graduate education is conducted primarily on the main campuses of the teaching and research universities. Some selected professional master's degree programs are offered at the Master's Universities. Selected off-campus graduate programs are offered by universities at centers and branch campuses, through university centers and distance learning technologies.

4.2. Upper Division Education: Upper division education is delivered by the universities (UofU, USU, WSU, SUU and UVU) on their main campuses, centers, branch campuses, university centers, and through distance learning opportunities; and by Dixie State University, and Snow College, but only as approved by the Regents.

4.3. Lower Division Education: Access to lower division education, including concurrent enrollment, should be as broadly available throughout the state as resources allow. In general, growth in lower division enrollments will be met by the comprehensive community colleges (SLCC and SNOW), baccalaureate college (DSU), and the Master's universities (WSU, SUU, and UVU) and through distance learning opportunities.

4.4. Remedial and Developmental Education: Remedial and developmental education is a part of the community college mission and receives regular state support at those institutions with that express mission. At institutions that do not have an express community college mission (aside from the Career and Technical Education roles that all USHE institutions except for the University of Utah) any below 1000 level (remedial or developmental) courses can be provided on a self-support basis.

4.5. Postsecondary Career and Technical Education (CTE): The Utah State Board of Regents, recognizing the diverse goals of its students, is committed to offering postsecondary career and technical education, both credit and noncredit. Postsecondary CTE is a vital statewide role of the Utah System of Higher Education. This responsibility is met in assigned service areas by all USHE institutions except for the University of Utah, which does not have a CTE mission.

4.6. Community Outreach: All USHE institutions engage their larger community by enhancing cultural and economic development within communities. An institution's mission and role influences the specific community outreach activities it promotes.

4.7. Collaboration, Cooperation, and Sharing of Service Area Facilities: The institutions are part of a single system of higher education. Institutions shall collaborate, cooperate, and share facilities in geographic areas where more than one institution delivers educational services.

4.8. Right of First Refusal and Primary Responsibility: Within designated service areas, the local institution(s) has/have the right of first refusal and the first responsibility to provide programs consistent with mission and role assignments and to coordinate other offerings. After consultation and with the concurrence of the institution(s) designated to serve a particular area, other state institutions may provide

needed lower division and other courses, that do not fall within the designated service provider(s)' mission and role assignments, interests, and/or capacities. Institutions shall designate a person responsible for responding to constituent requests for course and program delivery. Requests from constituents in another state institution's designated service area shall be forwarded to the contact person of the appropriate designated service area provider. When the designated service area provider is unable to respond to a constituent request, the designated person within the institution should attempt to identify a possible alternative provider from within the USHE.

4.9. Regents-Approved Exceptions to Geographic Service Areas: Special circumstances involving such matters as methods of instruction, funding sources or mission and role assignments may result in exceptions to the geographic service area role assignments.

4.9.1. Technology-Delivered Instruction: Technologically-delivered courses and programs afford an efficient and effective means for Utah colleges and universities to provide broader and more economical access to high quality instruction. Courses or programs delivered via technology in asynchronous faculty-student interaction (fully "on-line" programs) are exceptions to the geographic service area designations.

4.9.2. Special Contract Courses: Self-supporting special contract courses, conferences, or programs with industry, government, or school districts not open to the general public will be exceptions under Regent guidelines.

4.10. Adjustments Approved by the Board: At a given time, in a given location, the Board may determine that a certain level or type of educational or training program is better delivered by an institution other than the one designated by this policy.

R315-5. Geographic Designations of Service Area Assignments for Off-Campus Programs and Courses by Program Level

5.1. Service Area Assignments: Service area assignments, as currently approved by the Board, are summarized in R315-7. Assignments are made through an evolving process that reflects an ongoing evaluation by the Commissioner and institutional Presidents. After recommendation by the Commissioner and institutional Presidents, assignments are reviewed and approved by the Board.

5.2. Designation by Type of Program: The geographic designations are intended to define service areas for off-campus programs offered by USHE institutions, including concurrent enrollment programs with high schools. Service areas for the delivery of career and technical education programs will be in accordance with R428, Coordination, Support, and Monitoring of Career and Technical Education.

R315-6. Provision for Delivery Outside of Designated Service Area

6.1 Provision by Written Agreement. An institution may deliver instruction outside of its designated service region only if the institution's president enters into a written agreement with the president of the institution responsible for the designated service area (with the exceptions noted in R315.4.8). Agreements shall: (1) identify the course or program offerings to be delivered, (2) address facility-sharing or other conditions of offering to be provided by each institution, and (3) may only be effective for a period of five years. The presidents shall provide a copy of the executed written agreement to the Commissioner's office as a Notification Item for approval on the Regents' General Consent Calendar as described in Regents' Policy R401.

6.2 Verification of Existing Delivery Outside of a Designated Service Area. The Commissioner's Office has responsibility for compiling a list of instruction being delivered outside designated service areas by each USHE institution no later than one month after Regent approval of this policy revision. The existing delivery outside of a designated service area that appears on this compiled list will be considered already approved. Institutions shall provide the name and contact information for the contact person for constituent requests for program delivery to the Office of the Commissioner.

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6.3.1 As specified in R401 (6.1.4), institutions must report annually what programs they have under development or consideration [including currently approved programs being developed for fully on-line (asynchronous) delivery outside the institution's service region].

6.3.2 Each year, the CAOs will update the matrix describing programs under development or consideration (per R401), and the submissions will be reviewed by the Council of CAOs, with objections or concerns being raised during that review. This does not preclude an institution from objecting to a program during the R401 program review process, but it is preferable for objections to program delivery outside of a service area be raised BEFORE an institution spends considerable time and energy developing a program, if possible.

6.4 Conflict Resolution. When conflicts arise regarding delivery of programs, the CAOs of the involved institutions shall attempt to resolve the conflict. Conflicts that cannot be resolved at this level shall be addressed by the presidents of the involved institutions. Unresolved conflicts at the level of the involved presidents shall be forwarded to the Commissioner (in consultation with the Board of Regents) for resolution.

R315-7. Designated Service Areas

| Institution | Service Area/by County |
|-----------------------------|---|
| University of Utah | Salt Lake, Summit (Park City only) |
| Utah State University | Cache, Rich, Box Elder, Duchesne, Uintah, Daggett, Tooele, Carbon, Emery, Grand, San Juan |
| Weber State University | Weber, Morgan, Davis |
| Southern Utah University | Iron, Garfield, Beaver |
| Utah Valley University | Utah, Wasatch, Summit (concurrent enrollment only within Park City) |
| Dixie State University | Washington, Kane |
| Snow College | Sanpete, Sevier, Wayne, Piute, Millard, Juab |
| Salt Lake Community College | Salt Lake for certificate, applied associate and associate degrees |

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Regent Policy R470, General Education, Common Course Numbering, Lower-Division, Pre-Major Requirements, Transfer of Credits, and Credit by Examination

Issue

In recent meetings of the Chief Academic Officers (CAO), questions on articulation of upper and lower division courses across Utah System of Higher Education (USHE) institutions have been raised. It was noted that four-year institutions tended to have baccalaureate programs that included a preponderance of courses at the 3000- and 4000-levels, which made articulation and transfer for students attending two-year institutions (where 3000- and 4000-level courses are not offered) more difficult.

Background

CAOs from institutions offering baccalaureate degrees studied the issue at their own institutions, and discovered the concern had merit. The CAOs requested more detailed guidance be included in Regent Policy R470 so that faculty and institutional curriculum committees could more consistently align course numbers to the level of student outcomes expected in the course. Ultimately, course numbers aligned to student outcomes should lead programs that: (1) help the student to progress from foundational to more sophisticated learning outcomes within a program, and (2) to better articulation and transfer across USHE institutions. In addition to the CAOs, the General Education Task Force (GETF) and the USHE Transfer and Articulation Committee reviewed the policy draft and provided input and refinements to the policy language on course numbering. The revised policy language recommended here met with the approval of all three reviewing groups.

During discussions on possible changes to the policy, the General Education Task Force also reviewed the entire policy (which includes content beyond course numbering). In addition to input on the course numbering language, the GETF recommended that language on how the Chair and Vice Chair of the GETF are selected be incorporated into the policy. Leadership of the GETF met with the Commissioner to get his input as they drafted this language, the final draft of which met with his approval.

Policy Issues

Proposed revisions to the policy were reviewed by the Chief Academic Officers and the General Education Task Force and there are no outstanding policy issues with the proposed revision.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the revisions to Regent Policy R470, General Education, Common Course Numbering, Lower-Division, Pre-Major Requirements, Transfer of Credits, and Credit by Examination.

David L. Buhler
Commissioner of Higher Education

DLB/EJH
Attachments



R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination

R470-1. Purpose: To assure reciprocity and consistency in the structure and Core Requirements and Breadth Areas requisite for General Education (GE) programs in the Utah System of Higher Education (USHE); to provide a lower- and upper-division course numbering code for the System; to establish common lower-division Pre-Major requirements that include the Essential Learning Outcomes and support timely progress toward student graduation; to provide policies and principles for the transfer of credit and competencies leading toward fluencies and proficiencies among System institutions; and to establish a credit-by-examination policy.

R470-2. References

- 2.1. Utah Code §53B-2-106(2)(c) (Direction of Instruction, Examination, Admission, and Classification of Students)
- 2.2. Utah Code §53B-16-102 (Changes in Curriculum)
- 2.3. Utah Code §53B-16-107 (Credit for Military Service and Training – Transferability – Reporting)
- 2.4. Definitions
 - 2.4.1. The Essential Learning Outcomes are skills and competencies identified by professionals in business and industry, and higher education professors as those needed to prepare graduates for academic, professional, and societal success.

The Essential Learning Outcomes are:

- 2.4.1.1. **Acquire Intellectual and Practical Skills:** Including inquiry and analysis, critical and creative thinking, written and oral communication, information literacy, and teamwork and problem solving. Also included are visual, kinesthetic, design, and aural forms of artistic communication.
- 2.4.1.2. **Gain Knowledge of Human Cultures and the Physical and Natural Worlds:** Courses requiring study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts, focused by engagement with “big” questions – both contemporary and enduring.

2.4.1.3. Develop Personal and Social Responsibility: Including community and civic knowledge and engagement—local and global, intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning. These categories of General Education development must be demonstrated through involvement with diverse communities and real-world challenges.

2.4.1.4. Demonstrate Integrative Learning: Including synthesis and advanced accomplishment across coherent general and specialized studies, demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems. Institutions may develop integrative courses or programs.

2.4.2. Competencies are used to describe the accomplishments of basic objectives within a specific course or learning experience.

2.4.3. Fluency is to express oneself effortlessly in speaking, writing, mathematical computations, and critical analysis.

2.4.4. Proficiency is a set of demonstrations of knowledge, understanding, and skill that satisfy levels of mastery sufficient to justify the award of an academic degree.

R470-3. General Education Policy: The purpose of General Education is to help students prepare for the 21st Century through GE programs that are founded upon principles of equity and excellence, and elements of high-impact practices that will assist students in achieving proficiencies in the Essential Learning Outcomes. This policy assures there is coherence and consistency in the structure of the Core Requirements and Breadth Areas of General Education programs at all USHE institutions, and that institutions will grant total reciprocity for General Education programs completed at other USHE institutions.

3.1. General Education Credit Requirements: To assure full value and reciprocity among all USHE institutions, the number of credits required in General Education for each institution shall range from 30 to 39 semester credits. This includes at least four courses in the Core Requirements (Written Communication, Quantitative Literacy, and American Institutions) and at least one course from each of the five Breadth Areas (Arts, Humanities, Life Sciences, Physical Sciences, and Social and Behavioral Sciences). Beginning in the freshman year, and continuing toward successively higher levels of achievement, students should be able to demonstrate competency in the Essential Learning Outcomes, then continue to gain greater levels of proficiency. Students should optimally complete their General Education prior to the completion of 60 credit hours and be provided learning experiences that include the Essential Learning Outcomes. Traditionally, this has been met by institutional General Education programs, but may be met through innovative programs that meet the same outcomes specified in this document. Institutions are encouraged to allow students to obtain General Education credit by other means, such as Advanced Placement, International Baccalaureate, College Level Examination Program,

Prior Learning Assessment, recognized assessment of military service proficiencies, and departmental challenge examinations.

3.2. General Education Core Requirements: Students must satisfy all of the following General Education Core Requirements, which will be included at all USHE institutions. Students shall be required to complete at least: (1) two Written Communication courses (6 credits); (2) one Quantitative Literacy course (3-4 credits); and (3) one American Institutions course (3-6 credits). An interdisciplinary course or multiple courses that fulfill the outcomes may also satisfy the requirement.

3.2.1 Written Communication (6 credits): Students may satisfy this requirement by completing at least two institutionally-approved courses focused on the development of academic composition skills to serve as a foundation for continued writing experiences across the curriculum. Over the course of six credit hours, students will demonstrate skill with the following: (1) Context and Purpose for Writing-includes consideration of audience, purpose, and the circumstances surrounding the writing task(s); (2) Content Development-uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work; (3) Genre and Disciplinary Conventions-demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, formatting, and stylistic choices; (4) Sources and Evidence-demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing; (5) Control of Syntax and Usage-uses language that skillfully communicates meaning to readers with clarity and fluency; and (6) Revision and Feedback-shapes texts through the process of revision and feedback. Traditionally, this requirement has been fulfilled by completion of (1) ENGL 1010 Introduction to Writing, and (2) ENGL 2010 Intermediate Writing or ENGL 2100 Technical Writing.

3.2.2. Quantitative Literacy (3-4 credits): Students may satisfy this requirement by completing at least one institutionally-approved mathematics course that clearly demonstrates quantitative reasoning skills beyond those found within required high school Mathematics courses and that is an appropriate introductory university level. Approved courses will significantly focus on the following: (1) Interpretation-explain information presented in mathematical forms (e.g., equations, graphs, diagrams, and tables); (2) Representation-convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, and tables); (3) Calculation-demonstrate the ability to successfully complete basic calculations to solve problems; (4) Application/Analysis-make judgments and draw appropriate conclusions based on quantitative analysis of data, recognizing the limits of this analysis; (5) Assumption-make and evaluate important assumptions in estimation, modeling, and data analysis; (6) Communication-express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized); and (7)

Creation-demonstrate the ability to problem solve using quantitative literacy across multiple disciplines. Traditionally, this requirement has been fulfilled by completion of MATH 1030 Quantitative Reasoning, MATH or STAT 1040 Statistics, MATH 1050 College Algebra, or other institutionally-approved courses.

3.2.3 American Institutions (3-6 credits): Consistent with Utah Code §53B-16-103(1)(b), institutionally-approved courses in this core area shall have the following learning outcome: "A student shall demonstrate reasonable understanding of the history, principles, form of government, and economic system of the United States..." Approved courses will address the following: (1) Use of Primary Documents-analyze, contextualize, and use primary source documents to understand the history, principles, form of government, and economic system of the United States; (2) Interpretation-explain and use historically, politically, and economically relevant information; (3) Communication-communicate effectively about the history, principles, form of government, and economic system of the United States; (4) Diversity-engage a diversity of viewpoints in a constructive manner that contributes to a dialogue about the history, principles, form of government, and economic system of the United States; and (5) Integration-use historical, political, and economic methods to come to an understanding of the United States that integrates those viewpoints. This requirement may be fulfilled by a discrete course, a multidisciplinary integrated course, or multiple courses. Traditionally, this requirement has been fulfilled by completion of ECON 1740 Economic History of the United States, HIST 1700 American Civilization, HIST 2700 United States to 1877/HIST 2710 United States 1877 to Present, POLS 1100 American/US National Government, or other institutionally-approved courses.

3.3. General Education Breadth Areas: Students are required to complete at least 15 credits within five different GE Breadth Areas, with at least one course to be taken from each of the following Breadth Areas: (1) Arts; (2) Humanities; (3) Life Sciences; (4) Physical Sciences; and (5) Social and Behavioral Sciences. USHE institutions may create additional Breadth Areas as they deem appropriate. Students transferring between USHE institutions would be required to complete these additional courses unless the transfer included a Letter or Certificate of General Education completion from another USHE institution (Section 7.1.2).

The following criteria, in addition to the Essential Learning Outcomes, are intended to guide USHE institutions in the development and approval of courses within the Breadth Areas. Courses in all five designations should ask students to connect disciplinary knowledge and ways of knowing to their own experiences. Additionally, the courses should reflect emphases of the institutions, strengths of faculties, and the varying interests of students. Disciplines that offer General Education courses within the Breadth Areas should actively engage in reaching out to similar disciplines at other USHE institutions to further establish and articulate specific course learning outcomes and objectives.

3.3.1. Arts (at least one 3-credit course): Courses with the GE Arts designation will generally reflect criteria such as: (1) Discuss the scope and variety of the fine arts (i.e., art,

music, theatre, or dance); (2) Recognize the aesthetic standards used in making critical judgments in various artistic fields; (3) Analyze and articulate understanding of a range of artistic processes; (4) Participate in an introductory performance, production, or design experience in the arts; or (5) Demonstrate how the creative process is informed and limited by social and historical contexts.

3.3.2. Humanities (at least one 3-credit course): Courses with the GE Humanities designation will generally reflect criteria such as: (1) Derive evidence from primary sources regarding the complexities and changes in human experience through analytical reading and critical thought; (2) Describe how human experience is shaped by social, cultural, linguistic, and/or historical circumstances; (3) Demonstrate attentiveness to linguistic, visual, and/or audio texts when communicating meaning; or (4) Use appropriate verbal, perceptual, or imaginative skills when organizing meanings, developing a sense of self, and balancing potentially disparate values.

3.3.3. Life Sciences (at least one 3-credit course): Courses with the GE Life Sciences designation will generally reflect criteria such as: (1) Demonstrate understanding of science as a way of knowing about the natural world; (2) Demonstrate basic understanding of how organisms live, grow, respond to their environment, and reproduce; (3) Discuss the organization and flow of matter and energy through biological systems; (4) Explain from evidence patterns of inheritance, structural unity, adaptation, and diversity of life on Earth; or (5) Describe how the Life Sciences have shaped and been shaped by historical, ethical, and social contexts.

3.3.4. Physical Sciences (at least one 3-credit course): Courses with the GE Physical Sciences designation will generally reflect criteria such as: (1) Demonstrate understanding of science as a way of knowing about the physical world; (2) Demonstrate understanding of forces in the physical world; (3) Discuss the flow of matter and energy through systems (in large and small scales); (4) Develop evidence-based arguments regarding the effect of human activity on the Earth; or (5) Describe how the Physical Sciences have shaped and been shaped by historical, ethical, and social contexts.

3.3.5. Social and Behavioral Sciences (at least one 3-credit course): Courses with the GE Social and Behavioral Sciences designation will generally reflect criteria such as: (1) Demonstrate understanding of social and behavioral science methods, concepts, and theories; (2) Formulate basic questions about social behavior and phenomena through interpretive and systematic analyses; (3) Develop empirically-derived and theoretically-informed explanations of human behavior in both its individual and collective dimensions; or (4) Demonstrate a critically-reasoned understanding of social patterns and individual variation congruent with and divergent from those patterns.

3.4. Pathways to Completion through Pre-Major Courses: Pre-Major courses are those that are taken in lower division, incorporating General Education, and that begin preparing students for their intended major course of study. The number of credits in a Pre-Major set of courses is

determined by both departmental faculty and the appropriate Major Committee (Section 6.1). Pre-Major courses should resemble those offered in four-year institutions leading to an approved major.

3.4.1. Lower-Division Pre-Major Requirements: In establishing policies and procedures to support ease of transfer and timely progress toward graduation for USHE students, the Board of Regents recognizes that Pre-Majors and emphases may differ because of the institutions' unique missions. Committees and procedures are therefore established to provide common lower-division Pre-Major requirements so that when students transfer or apply for upper-division majors, they will receive full value for their academic work.

3.5. Substitution of General Education Courses

3.5.1. Substitution of Courses in Pre-Major Area for General Education

Requirements: To encourage timely decisions by students to select Pre-Major areas while promoting educational breadth, institutions may allow students with declared Pre-Majors in areas listed in Section 3.3 to substitute study and achievement in their Pre-Major area for General Education requirements. Students may achieve the required number of total General Education credits by completing additional coursework in other General Education areas. USHE transfer students who retain the same Pre-Major area will be allowed to maintain the substitution at the receiving institution and will not be required to complete additional General Education coursework.

3.5.2. Substitution of General Education Courses as an Accommodation: Students who provide the requisite ADA documentation of a learning disability that would preclude the successful completion of a required course within a Core Requirement area shall be provided an alternative course(s) that will cumulatively fulfill the institutional learning outcomes prescribed in that area.

3.6. Similar Names, Common Numbers, and Equal Credits for General Education Courses:

To facilitate articulation, General Education courses at USHE institutions having essentially the same learning goals and similar content, rigor, and standards should have similar names, common numbers, and equal credits. The Utah Transfer and Articulation Committee shall assure, through institutional action, that all courses satisfying General Education requirements at any USHE institution will be articulated to the fullest extent possible to satisfy comparable General Education requirements at all other USHE institutions.

3.7. General Education Common Competencies and Learning Goals Assessment: All General Education courses will be expected to address and assess competencies and learning goals identified by designated groups within the USHE.

3.7.1. Collaboration among Faculty: Faculty are expected to work collaboratively with their system-wide peers in order to establish competencies and learning goals for General Education, Pre-Majors, and all lower-division courses and learning experiences.

3.7.2. Learning Expectations at the Culmination of the Two-Year Level: Prior to associate degree completion or the completion of 60 hours in a four-year program, students should be provided with cumulative and integrative learning experiences in which they can demonstrate intellectual skills, specialized knowledge outlined in the Essential Learning Outcomes, and institution-specific learning expectations.

3.7.3. Learning Outcome Assessment: Institutions will be responsible for having policies and practices related to assessment of identified learning outcomes.

R470-4. Committees for General Education Procedures: To implement the General Education policy, the following committees shall be established:

4.1. Regents' General Education Task Force: The Regents' General Education Task Force will be comprised of one representative who oversees General Education on his/her campus, from each USHE institution, nominated by the Chief Academic Officer and appointed by the President, and non-voting or ex officio members as needed for expertise on particular issues. A member of the Commissioner's academic affairs staff with the Task Force chair will convene, but not chair, the Regents' General Education Task Force. The chair and vice chair of the Task Force will be chosen by the General Education Task Force and approved by the Commissioner. Their terms of office will be three years, and they are eligible for reelection.

This Task Force shall:

4.1.1. Establish overarching learning goals in the Core and Breadth Areas of General Education, based on the most current recommendations of accrediting bodies, national associations, and societies that are considered leaders in General Education, and by the General Education faculty and Major Committees.

4.1.2. Propose methods to assess student learning outcomes in General Education and submit those recommendations to the Chief Academic Officers and the USHE institutions.

4.1.3. Facilitate coordination with groups working on related tasks by appointing members of the Task Force to assist other USHE committees, such as the Utah Transfer and Articulation Committee, as requested and appropriate.

4.2. General Education Area Work Groups: The General Education Area Work Groups include Arts, Humanities, Life Sciences, Physical Sciences, Social and Behavioral Sciences, Written Communication, Quantitative Literacy, and American Institutions. These work groups may be comprised of two representatives from each USHE institution nominated by appropriate academic deans and appointed by the Chief Academic Officer; representatives from cross-cutting groups such as the Utah Academic Library Consortium, Utah Advising Association, or USHE Teaching Technologies Council; or ex officio members as needed for expertise on

particular issues.

These work groups shall:

4.2.1. Provide recommendations on competencies underlying each General Education area and suggestions on methods used to assess student learning outcomes in relation to the competencies. These recommendations are to be submitted to the General Education Task Force for review.

4.2.2. Meet annually during the "What is an Educated Person?" conference and, as needed, review the General Education competencies and learning goals in each area, and discuss and compare programs.

4.2.3. Submit recommendations for review by the General Education Task Force.

R470-5. Course Numbering~~Code:~~ Course numbers provide a guide to the key learning outcomes for courses. Course numbers shall be comprised of four digits or four digits and one letter. In most cases, increasing course numbers indicate more challenging content and higher-order learning outcomes.

Courses of similar level shall be given numbers in accordance with the following:~~code.~~

5.1. Precollege or Preparatory Courses (0001-0999): These courses carry no credit applicable to a postsecondary certificate or degree, develop basic precollege concepts and principles related to an area of study, and are designed to lead to mastery of precollege learning outcomes.

5.2. Lower-Division Courses (1000-2999): The following course numbering schema applies to all USHE institutions. Lower-division courses may not be cross-listed with upper-division courses without approval by the institutional curriculum committee. These courses are for students beginning in the study of a discipline. Lower-division courses offer breadth, foundation, general education, preparation for employment, or preparation for continued study and may serve as prerequisites for upper-division courses. Within the same institution, a lower-division course may not be cross-listed with an upper-division course.

- ~~0001-0999 Remedial or preparatory courses~~
- ~~1000-1999 Freshman courses~~
- ~~2000-2800 Sophomore courses~~
- ~~2800-2999 Lower-division independent study designation (directed reading, individual projects, seminars, special topics, workshops, private lessons, tutoring)~~

5.2.1. Special Lower-Division Course Number Designations

- 1900-1999 and 2900-2999: Lower-division special course designations (e.g., directed reading, individual projects, seminars, special topics, workshops, tutoring)

5.2.2.1000-Level Course Outcomes

Examples of outcomes typical of first-year courses include:

- Display an introductory understanding of disciplinary content;
- Demonstrate a beginning ability to present, interpret, and evaluate data in order to develop arguments and make sound judgments;
- Develop a beginning ability to evaluate approaches for problem solving within the context of the course's subject matter.

5.2.3. 2000-Level Course Outcomes

Examples of outcomes typical of second-year courses include:

- Display knowledge and critical understanding of established concepts and principles related to the area of study, and an ability to evaluate and interpret these;
- Demonstrate an understanding of how concepts and principles have developed within the field;
- Display an ability to apply concepts from the course within and outside the field;
- Demonstrate a developing knowledge of the key methods of inquiry related to the field;
- Articulate a developing understanding of the limitations of students' knowledge and understanding, and how this can influence their own thinking;
- Demonstrate an increasing ability to present, interpret, and evaluate data in order to develop arguments and make sound judgments within the area of study;
- Display an ability to undertake a critical analysis of information and propose solutions to problems;
- Show an ability to communicate effectively to different audiences in a way that is relevant to the discipline.

5.32. Upper-Division Courses (3000-4999): Upper-division courses may not be cross-listed with graduate courses unless permission is given by the institution's curriculum committee. These courses are for students usually beyond their first two years of study in college, and integrate and build upon learning outcomes from earlier studies. In general, upper-division courses offer specialized learning outcomes for a specific degree and provide depth, specialization, refinement, and preparation for employment or graduate study. Upper-division courses are directed toward the more central concepts of a discipline. Most 4000-level courses are more concentrated, narrower in scope, and involve more independent study, research, and projects outside of class than 3000-level courses. 4000-level courses may also be designed as capstone courses that integrate a broad array of learning outcomes from previous courses.

5.3.1. Special Upper-Division Course Number Designations

- ~~3000-3999 Junior courses~~
- ~~4000-4800 Senior courses~~
- 4800-4999: Upper-division special course independent study designations (e.g., directed reading, individual projects, festivals, institutes, workshops, seminars, etc.)
- 4800: Individual research courses (1-65 credits)
- 4830: Directed reading courses (1-65 credits)
- 4860: Practicum courses (1-12 credits)
- 4890: Internship courses (1-12 credits)
- 4920: Workshops, festivals, institutes (1-65 credits)
- 4950: Field trips (1-65 credits)
- 4990: Seminars (1-65 credits)
- ~~5000-5799 Advanced upper-division and graduate courses (graduate credit allowed for department majors or by permission of student's department chair)~~
- ~~5800-5999 Advanced upper-division and graduate independent study designations (seminars, directed reading, individual projects, etc. — by permission of department chair)~~

5.3.2. Upper-Division Course Outcomes

Examples of outcomes typical of 3000- and 4000-level courses include:

- Integrate and build upon concepts introduced in earlier course work to develop a deeper understanding of the subject at hand;
- Demonstrate knowledge and critical understanding of specialized terminology, ideas, and practices related to a specific topic within an area of study, and an ability to evaluate and interpret these;
- Display a developing understanding of the integrated and convergent nature of learning goals within a discipline, and an ability to demonstrate that learning (e.g., writing a computer program to solve a particular problem);
- Articulate the ways in which disciplinary concepts are applied within and outside of the field, as well as to employment situations;
- Display an understanding of the key methods of inquiry related to the field, and an ability to demonstrate these through inquiry-based activities;
- Demonstrate an ability to present, interpret, and evaluate in order to develop arguments and make sound judgments within a narrowly-defined area of the field of study;
- Complete a critical analysis of information, interpret findings, and propose solutions to problems;
- Communicate effectively to different audiences in a way that is relevant to the discipline.

5.43. Honors Program Courses: Honors courses will be clearly designated in institutional catalogs and meet the institutional expectations for Honors designation.

5.5. Advanced Upper-Division Courses (5000-5999): These courses allow for extension beyond bachelor degree requirements, preparation for a graduate degree, or a natural connection between the two. Content requires significant independent thinking on the part of the student and offers opportunity for specialized seminars, directed reading, independent study, and research.

5.5.1. Special 5000-Level Course Number Designations

- 5800-5999: Advanced upper-division special course designations (e.g., directed reading, individual projects, festivals, institutes, workshops, seminars)

5.5.2. Conditions for 5000-Level Course Designations

5.5.2.1. Courses should meet one or both of the following criteria: (a) have specific prerequisites at the 4000 level; (b) be supported by a substantial body of 3000-4000-level course offerings from which a student could normally be expected to gain adequate background for a 5000-level course.

5.5.2.2. Credit from 5000-level course work shall not be used to fulfill master degree or graduate certificate requirements, except for specific and unusual 5000-level courses identified and approved by the institution for such purposes (e.g., courses offered by education units for the professional development of K-12 teachers).

5.5.2.3. For purposes of efficiency, an institution may offer a 5000-level course concurrently with a 6000-level graduate course, with the two sections meeting together under the same instructor. In such cases, students enrolled in the 6000-level course shall be required to complete additional and substantive learning objectives and assignments approved for graduate-level work beyond those required of student enrolled at the 5000 level.

5.64. Graduate Courses (6000-7999): Graduate courses can be found at the University of Utah, Utah State University, Weber State University, Southern Utah University, and Utah Valley University. These courses are limited to graduate students and graduate degrees and certificates. Graduate courses may only be offered at USHE institutions with a Regent-approved mission to offer graduate-level programs.

5.6.1. Special Graduate Course Number Designations: The following designation of graduate course numbers guide, but do not constrain, institutional course numbering policies.

- ~~6000-7999 Graduate courses (students without baccalaureate degrees must obtain special permission to enroll)~~
- 6800-6899: Graduate seminars (including methodology and research seminars)
- 6900-6999: Directed reading, individual projects, thesis, etc.
- 6970-6979: Master's thesis research
- 6980-6989: Master's thesis faculty research consultation
- 6990: Master's thesis continuing registration
- 7600-7899: Advanced graduate seminars
- 7900-7969: Doctoral independent study, special topics, etc.
- 7970-7979: Doctoral dissertation and/or project research
- 7980-7989: Doctoral dissertation faculty research consultation
- 7990: Doctoral dissertation continuing registration

R470-6. Lower-Division Pre-Major Requirements: In establishing policies and procedures to support ease of transfer and timely progress toward graduation for USHE students, the Board of Regents recognizes that Pre-Majors and emphases may differ because of the institutions' unique missions. Committees and procedures are therefore established to provide common lower-division Pre-Major requirements so that when students transfer or apply for upper-division majors, they will receive full value for this academic work.

6.1. USHE Major Committees: To achieve these objectives, the Office of the Commissioner shall organize USHE Major Committees in each of the academic disciplines. Major departments at the universities are expected to work closely with the Major Committees in order to achieve the greatest possible congruence between Pre-Major emphases at community colleges and lower-division major requirements at four-year institutions.

6.1.1. The Chief Academic Officer of each institution shall nominate a faculty representative from his or her institution in each discipline area. If appropriate, the Chief Academic Officer may also nominate additional faculty in major areas within a discipline and staff to attend each disciplinary meeting.

6.1.2. Meetings of the Major Committees shall be organized by the Office of the Commissioner and be held at least annually.

6.1.3. The Regents' General Education Task Force and assigned staff from the Commissioner's Office will collaborate to develop an agenda for the Majors' meetings. The agenda will be reviewed by the Chief Academic Officers, who may provide additional agenda items. Each Major Committee will review the agenda in advance of the meeting and add other issues of importance to the particular major.

6.2. Committee Responsibilities: It shall be the responsibility of each USHE Major Committee to:

6.2.1. Reach agreement on specific required lower-division Pre-Major courses that are

common at all USHE institutions. It is important to note that equivalencies are based on content and mastery of subject matter, not only course level. Not all institutions offer all lower-division courses.

6.2.2. Continually review course learning outcomes and expected competency levels and content matter that should be satisfied in required lower-division Pre-Major area courses to assure that students who complete the coursework will be fully prepared to successfully complete upper-division coursework.

6.2.3. Assure that in most major programs at USHE four-year institutions, courses numbered 3000 or higher are not required for lower-division students; community colleges shall not offer courses at the lower division that the Major Committee agrees should be taught at the upper-division level. Exceptions will be dealt with by the individual Major Committees and the affected institutions.

6.2.4. Review lower-division courses now commonly numbered to assure they fulfill General Education and Pre-Major requirements. Additional lower-division courses may be considered for common numbering if they are similar in content, standard, and rigor, as specified in the Utah Code.

6.3. Maximum Credits: Each Major Committee will establish a maximum number of credits, in keeping with institutional practices, for lower-division Pre-Major coursework required in each discipline.

6.3.1. Generally, the number of credits required should be limited so that students may also complete required General Education coursework within the number of credits allowed for the AA/AS degree.

6.3.2. Exceptions may be made when mandated by accreditation, licensing, extra-departmental professional, or other institutional requirements. When exceptions are made, students may not be able to complete required General Education coursework within the number of credits allowed for the AA/AS degree.

6.3.3. If Major Committees determine additional lower-division credits are needed to prepare students to successfully complete upper-division coursework, a Committee may recommend the delay of some General Education requirements until after transfer and/or acceptance to an upper-division major program. Under no circumstances will individual Major Committees be allowed to make exceptions to General Education requirements – a degree may not be awarded unless the General Education and program requirements for that degree are met.

6.4. Admission to Upper-Division Major Program: Completion of required lower-division Pre-Major coursework by transfer students from USHE community colleges and institutions also having a community college role shall not constitute an assurance that transfer students will be

admitted into a specific major program at a USHE four-year institution. It must be understood that many programs have a limited number of openings and that admission may be highly competitive.

6.5. Disclosure of Partial Program: If an institution does not have the faculty or resources to offer, as part of its curriculum, all of the agreed-upon lower-division Pre-Major courses in a given discipline and emphasis, it will inform prospective students interested in that Pre-Major area that the institution does not offer all of the needed lower-division Pre-Major courses; students may consider attending another institution offering the required coursework or enroll in online courses offered elsewhere in the USHE.

R470-7. Transfer of Credit Policy: USHE colleges and universities shall facilitate transfer from institution to institution.

7.1. Transfer of General Education Credits

7.1.1. Transfer of Partially-Completed General Education Credits: For transfer students from USHE institutions who have not fully satisfied the General Education requirements, all USHE receiving institutions shall accept at full value all General Education coursework approved by the sending institution, provided it meets the minimum letter grades accepted by the receiving institution. Receiving institutions shall only require transfer students to complete any additional coursework needed to satisfy the unmet requirements of the receiving institution.

7.1.2. Transfer of Completed General Education Credits through Program Completion: An AA/AS degree earned at any USHE institution will meet the General Education requirements of all other USHE institutions. If a student has completed all institutional General Education requirements, a Letter of Completion (issued by the sending institution confirming General Education completion) or a Certificate of General Education completion shall be accepted by the receiving USHE institution.

7.1.2.1. Letter of Completion Using Non-USHE Credits/Courses: Students who enter a USHE institution with most of their General Education credits from a non-USHE regionally-accredited institution, and who want a Letter of Completion from the USHE institution, must complete at least nine credit hours or meet the minimum residency and grade point average requirements of the institution from which the Letter of Completion is requested.

7.1.2.2. Length of Time for Acceptance and Applicability of Credit: USHE institutions must accept credit transferred from institutions within the System. Institutional colleges and departments may review courses taken over the prior 15 years, or over a time period in compliance with institutional policies, and make a determination of applicability to current requirements of a credential or degree based on the appropriateness of course content, rigor, and standards. Students

wanting transfer credits that were earned either 15 years earlier or longer may be asked to demonstrate competencies in the learning outcomes expected in General Education courses they have completed by using portfolios, challenge examinations, or other forms of evidence that demonstrate their continued competence. Students may petition an institution's transcript office for an exception to the 15-year limit, and that office will consult with the appropriate academic departments before making a decision.

7.2. Transfer of Non-General Education Credits: Credit for courses numbered 1000 or above earned in the USHE, regardless of being General Education credits or not, is transferable within the USHE and will be carried on the student's transcript by the receiving institution.

7.2.1. Application of Credit: Acceptance of credit should not be confused with its application. Transfer applicants are entitled to a clear disclosure by the receiving institution of the difference between acceptance of credits and the application of credits toward a credential or degree. Transfer credit may or may not apply to the graduation requirements of an institution, regardless of the number of credits transferred. The receiving institution will apply credit based on the appropriateness to a particular institution's specific degree program requirements and curricula.

7.2.2. Transfer with Upper-Division Status: Institutions shall enable students (if they fully complete an AA/AS degree and a prescribed Pre-Major area that comports and articulates with the receiving institution's Pre-Major requirements) to transfer with upper-division status to any USHE four-year institution without taking any lower-division Pre-Major courses at the receiving institution.

7.2.3. Exceptions to Applying Pre-Major Coursework Credit: Exceptions may occur when mandated by institutional requirements or other accreditation, licensing, or extra-departmental professional requirements, and as provided in Sections 6.3.3, 6.4, and 6.5. In such cases, the transfer student will be expected to complete lower-division coursework required at the four-year institution.

R470-8. Credit Transfer Principles within USHE

8.1. Institutional Integrity: In order to promote institutional integrity, each institution is responsible for developing its own transfer policies and procedures consistent with the policies established by the Board of Regents to facilitate the transfer of credits within the USHE.

8.2. Transfer Statements: Because USHE institutions are part of a statewide system, institutions should clearly communicate online and/or in print reasonable and definitive transfer statements to avoid confusion and possible injustice to individual applicants and promote articulation within the USHE.

8.3. Minimum Standards: Course quality, content, competency level, and amount of credit

earned should be comparable to those courses at the receiving institution.

8.4. Individual Student Consideration

8.4.1. Anticipated Program: Information of program and course requirements, including institutional transfer and articulation agreements between two-year and four-year institutions that go beyond those established in this policy, should be published online and/or in print and available to prospective students. Students should be encouraged to establish educational goals early in their educational program. Each student should request assistance from an academic advisor to assure the student's educational goals fit with the program at the institution to which that student intends to transfer. Transfer policies and practices should facilitate transfer once the student is prepared to enter, and has been accepted to, the anticipated program.

8.4.2. Accredited Institutions: A receiving institution should have reasonable confidence that students from recognized regionally-accredited institutions are qualified to undertake its educational program. Students from recognized national or specialized accredited institutions may need to demonstrate competency only in instances where academic attainment is uncertain. A receiving institution may also need to review general education/related instruction courses that are part of applied degree and certificate programs.

8.4.2.1. Interstate Passport Holders: Students from regionally-accredited colleges and universities who have successfully completed the sending institution's General Education Passport block of courses and learning outcomes, agreed to by the Interstate Passport Network member institutions, shall have their entire lower-division General Education program accepted without having to repeat courses, except for American Institutions, as required in Utah statute. USHE students who complete their institutions' General Education Passport block will earn the Passport. Passport blocks will be listed in institutional catalogs and will appear on the website of the Western Interstate Commission for Higher Education. USHE institutional transcripts will have a designation noting successful completion of the sending institution's Passport block and will be recognized and given full value by system registrars and academic advisors. (<http://www.wiche.edu/passport/about>)

8.4.2.2. Students Entering with Associate Degrees from Regionally-Accredited Non-USHE Institutions: Students, who enter USHE schools from regionally-accredited institutions and have completed the AA/AS degree, will have their transcripts reviewed to assure they have successfully completed relevant courses in the three Core Areas required of USHE students: Written Communication, Quantitative Literacy, and American Institutions. While the USHE will honor associate degrees, deficiencies found in one or more of the three Core Areas may need to be addressed.

8.4.2.3. Students Entering from Regionally-Accredited Institutions with Associate Degrees but without Pre-Major-specific Courses: Students who enter USHE institutions with the AA/AS degree, but are deficient in prerequisite courses required for their major course of study, may be required to successfully complete such courses at the lower-division level in order to prepare for success in their chosen major once they are accepted.

8.4.2.4. Students Entering from Regionally-Accredited Institutions without Associate Degrees: Students who enter the USHE from regionally-accredited institutions without having completed an associate degree must have their transcripts evaluated by the receiving institution to determine if additional Pre-Major and/or General Education coursework will be required to meet USHE institutional requirements.

8.5. Institutions without Regional, National, or Specialized Accreditation: Receiving institutions should evaluate on a case-by-case basis any credits earned at institutions that do not have regional, national, or specialized accreditation. Evaluation may be assisted by information provided by or about the unaccredited institution, such as a catalog covering the years students attended, a description of courses the students completed, course syllabi, faculty credentials, and library facilities. Institutions may require verification of competency attainment through assessments or examinations.

8.5.1. Foreign Institutions and Proprietary Schools: In evaluating credits from foreign institutions and proprietary schools, the receiving institution should make equivalency and placement decisions in terms of its own policies and curricula.

8.6. Credits from Extra-Institutional Settings: In order to expand the range of educational opportunities and to incorporate them into the credit exchange system, and in order to remove unnecessary restrictions to access, institutional policies should contain statements on credits earned in extra-institutional settings (structured and non-structured), including the military, religious, career, and technical institutions.

8.6.1. Credit for Current and Former Military Personnel: Pursuant to Utah Code 53B-16-107, all USHE institutions shall provide written notification to each student applying for admission that the student is required to meet with a college advisor in order to receive credit for military service and training. Upon student request, USHE institutions will provide credit based on a review of recommendations from a Regent-approved postsecondary association to include the American Council on Education and other sources as may be deemed appropriate by the institution. To receive credit under this provision, current and former military personnel must meet with an academic advisor to discuss applicability of credit to program requirements, possible financial aid implications, and other factors that may impact attainment of the student's educational goals, such as competencies that are transferable to a course of study. Upon transfer within the USHE, a student may present a transcript from a

USHE institution to a receiving USHE institution to determine the applicability of credit to the student's chosen major. The receiving institution shall evaluate the credit to be transferred pursuant to this policy.

8.6.1.1. Processes for Evaluation of Credit for Current and Former Military Personnel: Representatives from USHE institutions who have responsibility for veterans' services shall meet at least annually to review institutional policies and practices relative to awarding credit for current and former military personnel with the goal of maintaining consistent system-wide practices for evaluating and awarding credit pursuant to Section 8.6.1.

8.6.1.2. Reporting Credits Awarded to Current and Former Military Personnel: USHE Institutions shall report annually to the Board of Regents the number of credits awarded under Section 8.6.1 above.

8.7. Basic Responsibilities of All Institutions: The basic responsibilities of both sending and receiving institutions include:

8.7.1. Furnishing transcripts and course descriptions vital in judging the quality and quantity of transfer students' work.

8.7.2. Advising students as to the acceptability of credits shown on individual transcripts.

8.7.3. Making clear and prompt decisions on credit acceptance and application.

8.7.4. Informing potential students of services in the institution.

R470-9. Credit-by-Examination Policy: The Board of Regents accepts as valid the concept of credit-by-examination without equivalent previous college coursework. Because of the variety of testing programs, the domain of individual departments and General Education, the following specific policies shall apply:

9.1. Examinations that Replace Specific Coursework: Individual departments may use examinations and assessments consistent with departmental standards and those set in Major Committees to award credit that replaces specific General Education coursework.

9.1.1. Departmentally-Devised Examinations: Each department may determine which of its offerings may be challenged by examination and should construct, administer, and evaluate appropriate and departmentally-approved examinations upon the request of students.

9.1.2. External Standardized Examinations: External standardized examinations should be evaluated by individual departments as they become available to determine their

appropriateness, validity, and acceptable scores. When a transfer student has completed the General Education requirements of a USHE institution, the receiving institution will honor the sending institution's determination of General Education credit awarded, including credit granted for external standardized exams.

9.1.2.1. Advanced Placement Examinations: The following guideline for the awarding of credit for Advanced Placement (AP) has been reviewed and recognized by the Utah Transfer and Articulation Committee with representatives from all USHE institutions:

9.1.2.1.1. Scores of 3, 4, or 5 may receive a maximum of 10 semester hours of credit for a foreign language exam, up to 8 semester hours of credit for a full-year course, or up to 4 semester hours of credit for a half-year course. Institutions may determine appropriate AP scores in academic departments for which there are AP examinations.

9.1.2.2. College Level Examination Program (CLEP): CLEP General Examination credit should be recognized and a standard should be set based on the recommendations of the Utah Transfer and Articulation Committee and CLEP Examination Guidelines. A minimum score of 50 is required to award credit with 10 semester hours per test being the maximum number of credits allowed. Each institution shall award credit as it sees fit; however, the following guidelines are for awarding General Education credit through the CLEP process.

9.1.2.2.1. Composition: The College Composition or College Composition Modular examination will satisfy the Introduction to Writing requirement.

9.1.2.2.2. Quantitative Literacy: College Algebra Subject examination or the Pre-Calculus Subject examination will satisfy the Quantitative Literacy requirement.

9.1.2.2.3. American Institutions: The American Government Subject examination or the American History Subject examination will satisfy the American Institutions requirement.

9.1.2.2.4. Life Science: The Biology Subject examination will satisfy the Life Science requirement.

9.1.2.2.5. Physical Science: The Chemistry Subject examination will satisfy the Physical Science requirement.

9.1.2.2.6. Humanities: The Analyzing and Interpreting Literature with Essay examination will satisfy the Humanities requirement.

9.1.2.2.7. Social and Behavioral Sciences: The Introductory Psychology or Introductory Sociology examinations will satisfy the Social and Behavioral Sciences requirement.

9.1.2.2.8. Other General Education: CLEP-verified General Education credit other than that for which specific guidelines are provided in this policy may be awarded as determined by each institution.

9.1.3. International Baccalaureate: Credit should be granted for International Baccalaureate examinations and/or diplomas as determined by each institution.

9.2. Prior Learning Assessments: Students may demonstrate that they have specific subject matter credit through the Prior Learning Assessment developed by the Council of Adult and Experiential Learning or the American Council on Education. Institutional departments should evaluate and accept such credit if it meets institutional and departmental standards.

9.3. Allowable Credit: Institutional limits may be imposed on the amount of General Education credit that may be earned by means other than taking courses directly from the institution. Institutional limits may also be imposed on the amount of credit that may be earned through departmentally-devised or standardized subject area examinations.



R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination

R470-1. Purpose: To assure reciprocity and consistency in the structure and Core Requirements and Breadth Areas requisite for General Education (GE) programs in the Utah System of Higher Education (USHE); to provide a lower- and upper-division course numbering code for the System; to establish common lower-division Pre-Major requirements that include the Essential Learning Outcomes and support timely progress toward student graduation; to provide policies and principles for the transfer of credit and competencies leading toward fluencies and proficiencies among System institutions; and to establish a credit-by-examination policy.

R470-2. References

- 2.1. Utah Code §53B-2-106(2)(c) (Direction of Instruction, Examination, Admission, and Classification of Students)
- 2.2. Utah Code §53B-16-102 (Changes in Curriculum)
- 2.3. Utah Code §53B-16-107 (Credit for Military Service and Training – Transferability – Reporting)
- 2.4. Definitions

2.4.1. The Essential Learning Outcomes are skills and competencies identified by professionals in business and industry, and higher education professors as those needed to prepare graduates for academic, professional, and societal success.

The Essential Learning Outcomes are:

2.4.1.1. Acquire Intellectual and Practical Skills: Including inquiry and analysis, critical and creative thinking, written and oral communication, information literacy, and teamwork and problem solving. Also included are visual, kinesthetic, design, and aural forms of artistic communication.

2.4.1.2. Gain Knowledge of Human Cultures and the Physical and Natural Worlds: Courses requiring study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts, focused by engagement with “big” questions – both contemporary and enduring.

2.4.1.3. Develop Personal and Social Responsibility: Including community and civic knowledge and engagement—local and global, intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning. These categories of General Education development must be demonstrated through involvement with diverse communities and real-world challenges.

2.4.1.4. Demonstrate Integrative Learning: Including synthesis and advanced accomplishment across coherent general and specialized studies, demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems. Institutions may develop integrative courses or programs.

2.4.2. Competencies are used to describe the accomplishments of basic objectives within a specific course or learning experience.

2.4.3. Fluency is to express oneself effortlessly in speaking, writing, mathematical computations, and critical analysis.

2.4.4. Proficiency is a set of demonstrations of knowledge, understanding, and skill that satisfy levels of mastery sufficient to justify the award of an academic degree.

R470-3. General Education Policy: The purpose of General Education is to help students prepare for the 21st Century through GE programs that are founded upon principles of equity and excellence, and elements of high-impact practices that will assist students in achieving proficiencies in the Essential Learning Outcomes. This policy assures there is coherence and consistency in the structure of the Core Requirements and Breadth Areas of General Education programs at all USHE institutions, and that institutions will grant total reciprocity for General Education programs completed at other USHE institutions.

3.1. General Education Credit Requirements: To assure full value and reciprocity among all USHE institutions, the number of credits required in General Education for each institution shall range from 30 to 39 semester credits. This includes at least four courses in the Core Requirements (Written Communication, Quantitative Literacy, and American Institutions) and at least one course from each of the five Breadth Areas (Arts, Humanities, Life Sciences, Physical Sciences, and Social and Behavioral Sciences). Beginning in the freshman year, and continuing toward successively higher levels of achievement, students should be able to demonstrate competency in the Essential Learning Outcomes, then continue to gain greater levels of proficiency. Students should optimally complete their General Education prior to the completion of 60 credit hours and be provided learning experiences that include the Essential Learning Outcomes. Traditionally, this has been met by institutional General Education programs, but may be met through innovative programs that meet the same outcomes specified in this document. Institutions are encouraged to allow students to obtain General Education credit by other means, such as Advanced Placement, International Baccalaureate, College Level Examination Program,

Prior Learning Assessment, recognized assessment of military service proficiencies, and departmental challenge examinations.

3.2. General Education Core Requirements: Students must satisfy all of the following General Education Core Requirements, which will be included at all USHE institutions. Students shall be required to complete at least: (1) two Written Communication courses (6 credits); (2) one Quantitative Literacy course (3-4 credits); and (3) one American Institutions course (3-6 credits). An interdisciplinary course or multiple courses that fulfill the outcomes may also satisfy the requirement.

3.2.1 Written Communication (6 credits): Students may satisfy this requirement by completing at least two institutionally-approved courses focused on the development of academic composition skills to serve as a foundation for continued writing experiences across the curriculum. Over the course of six credit hours, students will demonstrate skill with the following: (1) Context and Purpose for Writing-includes consideration of audience, purpose, and the circumstances surrounding the writing task(s); (2) Content Development-uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work; (3) Genre and Disciplinary Conventions-demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, formatting, and stylistic choices; (4) Sources and Evidence-demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing; (5) Control of Syntax and Usage-uses language that skillfully communicates meaning to readers with clarity and fluency; and (6) Revision and Feedback-shapes texts through the process of revision and feedback. Traditionally, this requirement has been fulfilled by completion of (1) ENGL 1010 Introduction to Writing, and (2) ENGL 2010 Intermediate Writing or ENGL 2100 Technical Writing.

3.2.2. Quantitative Literacy (3-4 credits): Students may satisfy this requirement by completing at least one institutionally-approved mathematics course that clearly demonstrates quantitative reasoning skills beyond those found within required high school Mathematics courses and that is an appropriate introductory university level. Approved courses will significantly focus on the following: (1) Interpretation-explain information presented in mathematical forms (e.g., equations, graphs, diagrams, and tables); (2) Representation-convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, and tables); (3) Calculation-demonstrate the ability to successfully complete basic calculations to solve problems; (4) Application/Analysis-make judgments and draw appropriate conclusions based on quantitative analysis of data, recognizing the limits of this analysis; (5) Assumption-make and evaluate important assumptions in estimation, modeling, and data analysis; (6) Communication-express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized); and (7)

Creation-demonstrate the ability to problem solve using quantitative literacy across multiple disciplines. Traditionally, this requirement has been fulfilled by completion of MATH 1030 Quantitative Reasoning, MATH or STAT 1040 Statistics, MATH 1050 College Algebra, or other institutionally-approved courses.

3.2.3 American Institutions (3-6 credits): Consistent with Utah Code §53B-16-103(1)(b), institutionally-approved courses in this core area shall have the following learning outcome: "A student shall demonstrate reasonable understanding of the history, principles, form of government, and economic system of the United States..." Approved courses will address the following: (1) Use of Primary Documents-analyze, contextualize, and use primary source documents to understand the history, principles, form of government, and economic system of the United States; (2) Interpretation-explain and use historically, politically, and economically relevant information; (3) Communication-communicate effectively about the history, principles, form of government, and economic system of the United States; (4) Diversity-engage a diversity of viewpoints in a constructive manner that contributes to a dialogue about the history, principles, form of government, and economic system of the United States; and (5) Integration-use historical, political, and economic methods to come to an understanding of the United States that integrates those viewpoints. This requirement may be fulfilled by a discrete course, a multidisciplinary integrated course, or multiple courses. Traditionally, this requirement has been fulfilled by completion of ECON 1740 Economic History of the United States, HIST 1700 American Civilization, HIST 2700 United States to 1877/HIST 2710 United States 1877 to Present, POLS 1100 American/US National Government, or other institutionally-approved courses.

3.3. General Education Breadth Areas: Students are required to complete at least 15 credits within five different GE Breadth Areas, with at least one course to be taken from each of the following Breadth Areas: (1) Arts; (2) Humanities; (3) Life Sciences; (4) Physical Sciences; and (5) Social and Behavioral Sciences. USHE institutions may create additional Breadth Areas as they deem appropriate. Students transferring between USHE institutions would be required to complete these additional courses unless the transfer included a Letter or Certificate of General Education completion from another USHE institution (Section 7.1.2).

The following criteria, in addition to the Essential Learning Outcomes, are intended to guide USHE institutions in the development and approval of courses within the Breadth Areas. Courses in all five designations should ask students to connect disciplinary knowledge and ways of knowing to their own experiences. Additionally, the courses should reflect emphases of the institutions, strengths of faculties, and the varying interests of students. Disciplines that offer General Education courses within the Breadth Areas should actively engage in reaching out to similar disciplines at other USHE institutions to further establish and articulate specific course learning outcomes and objectives.

3.3.1. Arts (at least one 3-credit course): Courses with the GE Arts designation will generally reflect criteria such as: (1) Discuss the scope and variety of the fine arts (i.e., art,

music, theatre, or dance); (2) Recognize the aesthetic standards used in making critical judgments in various artistic fields; (3) Analyze and articulate understanding of a range of artistic processes; (4) Participate in an introductory performance, production, or design experience in the arts; or (5) Demonstrate how the creative process is informed and limited by social and historical contexts.

3.3.2. Humanities (at least one 3-credit course): Courses with the GE Humanities designation will generally reflect criteria such as: (1) Derive evidence from primary sources regarding the complexities and changes in human experience through analytical reading and critical thought; (2) Describe how human experience is shaped by social, cultural, linguistic, and/or historical circumstances; (3) Demonstrate attentiveness to linguistic, visual, and/or audio texts when communicating meaning; or (4) Use appropriate verbal, perceptual, or imaginative skills when organizing meanings, developing a sense of self, and balancing potentially disparate values.

3.3.3. Life Sciences (at least one 3-credit course): Courses with the GE Life Sciences designation will generally reflect criteria such as: (1) Demonstrate understanding of science as a way of knowing about the natural world; (2) Demonstrate basic understanding of how organisms live, grow, respond to their environment, and reproduce; (3) Discuss the organization and flow of matter and energy through biological systems; (4) Explain from evidence patterns of inheritance, structural unity, adaptation, and diversity of life on Earth; or (5) Describe how the Life Sciences have shaped and been shaped by historical, ethical, and social contexts.

3.3.4. Physical Sciences (at least one 3-credit course): Courses with the GE Physical Sciences designation will generally reflect criteria such as: (1) Demonstrate understanding of science as a way of knowing about the physical world; (2) Demonstrate understanding of forces in the physical world; (3) Discuss the flow of matter and energy through systems (in large and small scales); (4) Develop evidence-based arguments regarding the effect of human activity on the Earth; or (5) Describe how the Physical Sciences have shaped and been shaped by historical, ethical, and social contexts.

3.3.5. Social and Behavioral Sciences (at least one 3-credit course): Courses with the GE Social and Behavioral Sciences designation will generally reflect criteria such as: (1) Demonstrate understanding of social and behavioral science methods, concepts, and theories; (2) Formulate basic questions about social behavior and phenomena through interpretive and systematic analyses; (3) Develop empirically-derived and theoretically-informed explanations of human behavior in both its individual and collective dimensions; or (4) Demonstrate a critically-reasoned understanding of social patterns and individual variation congruent with and divergent from those patterns.

3.4. Pathways to Completion through Pre-Major Courses: Pre-Major courses are those that are taken in lower division, incorporating General Education, and that begin preparing students for their intended major course of study. The number of credits in a Pre-Major set of courses is

determined by both departmental faculty and the appropriate Major Committee (Section 6.1). Pre-Major courses should resemble those offered in four-year institutions leading to an approved major.

3.4.1. Lower-Division Pre-Major Requirements: In establishing policies and procedures to support ease of transfer and timely progress toward graduation for USHE students, the Board of Regents recognizes that Pre-Majors and emphases may differ because of the institutions' unique missions. Committees and procedures are therefore established to provide common lower-division Pre-Major requirements so that when students transfer or apply for upper-division majors, they will receive full value for their academic work.

3.5. Substitution of General Education Courses

3.5.1. Substitution of Courses in Pre-Major Area for General Education

Requirements: To encourage timely decisions by students to select Pre-Major areas while promoting educational breadth, institutions may allow students with declared Pre-Majors in areas listed in Section 3.3 to substitute study and achievement in their Pre-Major area for General Education requirements. Students may achieve the required number of total General Education credits by completing additional coursework in other General Education areas. USHE transfer students who retain the same Pre-Major area will be allowed to maintain the substitution at the receiving institution and will not be required to complete additional General Education coursework.

3.5.2. Substitution of General Education Courses as an Accommodation: Students who provide the requisite ADA documentation of a learning disability that would preclude the successful completion of a required course within a Core Requirement area shall be provided an alternative course(s) that will cumulatively fulfill the institutional learning outcomes prescribed in that area.

3.6. Similar Names, Common Numbers, and Equal Credits for General Education Courses:

To facilitate articulation, General Education courses at USHE institutions having essentially the same learning goals and similar content, rigor, and standards should have similar names, common numbers, and equal credits. The Utah Transfer and Articulation Committee shall assure, through institutional action, that all courses satisfying General Education requirements at any USHE institution will be articulated to the fullest extent possible to satisfy comparable General Education requirements at all other USHE institutions.

3.7. General Education Common Competencies and Learning Goals Assessment: All General Education courses will be expected to address and assess competencies and learning goals identified by designated groups within the USHE.

3.7.1. Collaboration among Faculty: Faculty are expected to work collaboratively with their system-wide peers in order to establish competencies and learning goals for General Education, Pre-Majors, and all lower-division courses and learning experiences.

3.7.2. Learning Expectations at the Culmination of the Two-Year Level: Prior to associate degree completion or the completion of 60 hours in a four-year program, students should be provided with cumulative and integrative learning experiences in which they can demonstrate intellectual skills, specialized knowledge outlined in the Essential Learning Outcomes, and institution-specific learning expectations.

3.7.3. Learning Outcome Assessment: Institutions will be responsible for having policies and practices related to assessment of identified learning outcomes.

R470-4. Committees for General Education Procedures: To implement the General Education policy, the following committees shall be established:

4.1. Regents' General Education Task Force: The Regents' General Education Task Force will be comprised of one representative who oversees General Education on his/her campus, from each USHE institution, nominated by the Chief Academic Officer and appointed by the President, and non-voting or ex officio members as needed for expertise on particular issues. A member of the Commissioner's academic affairs staff with the Task Force chair will convene, but not chair, the Regents' General Education Task Force. The chair and vice chair of the Task Force will be chosen by the General Education Task Force and approved by the Commissioner. Their terms of office will be three years, and they are eligible for reelection.

This Task Force shall:

4.1.1. Establish overarching learning goals in the Core and Breadth Areas of General Education, based on the most current recommendations of accrediting bodies, national associations, and societies that are considered leaders in General Education, and by the General Education faculty and Major Committees.

4.1.2. Propose methods to assess student learning outcomes in General Education and submit those recommendations to the Chief Academic Officers and the USHE institutions.

4.1.3. Facilitate coordination with groups working on related tasks by appointing members of the Task Force to assist other USHE committees, such as the Utah Transfer and Articulation Committee, as requested and appropriate.

4.2. General Education Area Work Groups: The General Education Area Work Groups include Arts, Humanities, Life Sciences, Physical Sciences, Social and Behavioral Sciences, Written Communication, Quantitative Literacy, and American Institutions. These work groups may be comprised of two representatives from each USHE institution nominated by appropriate academic deans and appointed by the Chief Academic Officer; representatives from cross-cutting groups such as the Utah Academic Library Consortium, Utah Advising Association, or

USHE Teaching Technologies Council; or ex officio members as needed for expertise on particular issues.

These work groups shall:

4.2.1. Provide recommendations on competencies underlying each General Education area and suggestions on methods used to assess student learning outcomes in relation to the competencies. These recommendations are to be submitted to the General Education Task Force for review.

4.2.2. Meet annually during the "What is an Educated Person?" conference and, as needed, review the General Education competencies and learning goals in each area, and discuss and compare programs.

4.2.3. Submit recommendations for review by the General Education Task Force.

R470-5. Course Numbering: Course numbers provide a guide to the key learning outcomes for courses. Course numbers shall be comprised of four digits or four digits and one letter. In most cases, increasing course numbers indicate more challenging content and higher-order learning outcomes.

Courses of similar level shall be given numbers in accordance with the following:

5.1. Precollege or Preparatory Courses (0001-0999): These courses carry no credit applicable to a postsecondary certificate or degree, develop basic precollege concepts and principles related to an area of study, and are designed to lead to mastery of precollege learning outcomes.

5.2. Lower-Division Courses (1000-2999): These courses are for students beginning in the study of a discipline. Lower-division courses offer breadth, foundation, general education, preparation for employment, or preparation for continued study and may serve as prerequisites for upper-division courses. Within the same institution, a lower-division course may not be cross listed with an upper-division course.

5.2.1. Special Lower-Division Course Number Designations

- 1900-1999 and 2900-2999: Lower-division special course designations (e.g., directed reading, individual projects, seminars, special topics, workshops, tutoring)

5.2.2.1000-Level Course Outcomes

Examples of outcomes typical of first-year courses include:

- Display an introductory understanding of disciplinary content;

- Demonstrate a beginning ability to present, interpret, and evaluate data in order to develop arguments and make sound judgments;
- Develop a beginning ability to evaluate approaches for problem solving within the context of the course's subject matter.

5.2.3. 2000-Level Course Outcomes

Examples of outcomes typical of second-year courses include:

- Display knowledge and critical understanding of established concepts and principles related to the area of study, and an ability to evaluate and interpret these;
- Demonstrate an understanding of how concepts and principles have developed within the field;
- Display an ability to apply concepts from the course within and outside the field;
- Demonstrate a developing knowledge of the key methods of inquiry related to the field;
- Articulate a developing understanding of the limitations of students' knowledge and understanding, and how this can influence their own thinking;
- Demonstrate an increasing ability to present, interpret, and evaluate data in order to develop arguments and make sound judgments within the area of study;
- Display an ability to undertake a critical analysis of information and propose solutions to problems;
- Show an ability to communicate effectively to different audiences in a way that is relevant to the discipline.

5.3. Upper-Division Courses (3000-4999): These courses are for students usually beyond their first two years of study in college, and integrate and build upon learning outcomes from earlier studies. In general, upper-division courses offer specialized learning outcomes for a specific degree and provide depth, specialization, refinement, and preparation for employment or graduate study. Upper-division courses are directed toward the more central concepts of a discipline. Most 4000-level courses are more concentrated, narrower in scope, and involve more independent study, research, and projects outside of class than 3000-level courses. 4000-level courses may also be designed as capstone courses that integrate a broad array of learning outcomes from previous courses.

5.3.1. Special Upper-Division Course Number Designations

- 4800-4999: Upper-division special course designations (e.g., directed reading, individual projects, festivals, institutes, workshops, seminars)
- 4800: Individual research courses (1-6 credits)
- 4830: Directed reading courses (1-6 credits)
- 4860: Practicum courses (1-12 credits)
- 4890: Internship courses (1-12 credits)
- 4920: Workshops, festivals, institutes (1-6 credits)

- 4950: Field trips (1-6 credits)
- 4990: Seminars (1-6 credits)

5.3.2. Upper-Division Course Outcomes

Examples of outcomes typical of 3000- and 4000-level courses include:

- Integrate and build upon concepts introduced in earlier course work to develop a deeper understanding of the subject at hand;
- Demonstrate knowledge and critical understanding of specialized terminology, ideas, and practices related to a specific topic within an area of study, and an ability to evaluate and interpret these;
- Display a developing understanding of the integrated and convergent nature of learning goals within a discipline, and an ability to demonstrate that learning (e.g., writing a computer program to solve a particular problem);
- Articulate the ways in which disciplinary concepts are applied within and outside of the field, as well as to employment situations;
- Display an understanding of the key methods of inquiry related to the field, and an ability to demonstrate these through inquiry-based activities;
- Demonstrate an ability to present, interpret, and evaluate in order to develop arguments and make sound judgments within a narrowly-defined area of the field of study;
- Complete a critical analysis of information, interpret findings, and propose solutions to problems;
- Communicate effectively to different audiences in a way that is relevant to the discipline.

5.4. Honors Program Courses: Honors courses will be clearly designated in institutional catalogs and meet the institutional expectations for Honors designation.

5.5. Advanced Upper-Division Courses (5000-5999): These courses allow for extension beyond bachelor degree requirements, preparation for a graduate degree, or a natural connection between the two. Content requires significant independent thinking on the part of the student and offers opportunity for specialized seminars, directed reading, independent study, and research.

5.5.1. Special 5000-Level Course Number Designations

- 5800-5999: Advanced upper-division special course designations (e.g., directed reading, individual projects, festivals, institutes, workshops, seminars)

5.5.2. Conditions for 5000-Level Course Designations

5.5.2.1. Courses should meet one or both of the following criteria: (a) have specific prerequisites at the 4000 level; (b) be supported by a substantial body of 3000-4000-level course offerings from which a student could normally be expected to gain adequate background for a 5000-level course.

5.5.2.2. Credit from 5000-level course work shall not be used to fulfill master degree or graduate certificate requirements, except for specific and unusual 5000-level courses identified and approved by the institution for such purposes (e.g., courses offered by education units for the professional development of K-12 teachers).

5.5.2.3. For purposes of efficiency, an institution may offer a 5000-level course concurrently with a 6000-level graduate course, with the two sections meeting together under the same instructor. In such cases, students enrolled in the 6000-level course shall be required to complete additional and substantive learning objectives and assignments approved for graduate-level work beyond those required of student enrolled at the 5000 level.

5.6. Graduate Courses (6000-7999): These courses are limited to graduate students and graduate degrees and certificates. Graduate courses may only be offered at USHE institutions with a Regent-approved mission to offer graduate-level programs.

5.6.1. Special Graduate Course Number Designations: The following designation of graduate course numbers guide, but do not constrain, institutional course numbering policies.

- 6800-6899: Graduate seminars (including methodology and research seminars)
- 6900-6999: Directed reading, individual projects, thesis, etc.
- 6970-6979: Master's thesis research
- 6980-6989: Master's thesis faculty research consultation
- 6990: Master's thesis continuing registration
- 7600-7899: Advanced graduate seminars
- 7900-7969: Doctoral independent study, special topics, etc.
- 7970-7979: Doctoral dissertation and/or project research
- 7980-7989: Doctoral dissertation faculty research consultation
- 7990: Doctoral dissertation continuing registration

R470-6. Lower-Division Pre-Major Requirements: In establishing policies and procedures to support ease of transfer and timely progress toward graduation for USHE students, the Board of Regents recognizes that Pre-Majors and emphases may differ because of the institutions' unique missions.

Committees and procedures are therefore established to provide common lower-division Pre-Major requirements so that when students transfer or apply for upper-division majors, they will receive full value for this academic work.

6.1. USHE Major Committees: To achieve these objectives, the Office of the Commissioner shall organize USHE Major Committees in each of the academic disciplines. Major departments at the universities are expected to work closely with the Major Committees in order to achieve the greatest possible congruence between Pre-Major emphases at community colleges and lower-division major requirements at four-year institutions.

6.1.1. The Chief Academic Officer of each institution shall nominate a faculty representative from his or her institution in each discipline area. If appropriate, the Chief Academic Officer may also nominate additional faculty in major areas within a discipline and staff to attend each disciplinary meeting.

6.1.2. Meetings of the Major Committees shall be organized by the Office of the Commissioner and be held at least annually.

6.1.3. The Regents' General Education Task Force and assigned staff from the Commissioner's Office will collaborate to develop an agenda for the Majors' meetings. The agenda will be reviewed by the Chief Academic Officers, who may provide additional agenda items. Each Major Committee will review the agenda in advance of the meeting and add other issues of importance to the particular major.

6.2. Committee Responsibilities: It shall be the responsibility of each USHE Major Committee to:

6.2.1. Reach agreement on specific required lower-division Pre-Major courses that are common at all USHE institutions. It is important to note that equivalencies are based on content and mastery of subject matter, not only course level. Not all institutions offer all lower-division courses.

6.2.2. Continually review course learning outcomes and expected competency levels and content matter that should be satisfied in required lower-division Pre-Major area courses to assure that students who complete the coursework will be fully prepared to successfully complete upper-division coursework.

6.2.3. Assure that in most major programs at USHE four-year institutions, courses numbered 3000 or higher are not required for lower-division students; community colleges shall not offer courses at the lower division that the Major Committee agrees should be taught at the upper-division level. Exceptions will be dealt with by the individual Major Committees and the affected institutions.

6.2.4. Review lower-division courses now commonly numbered to assure they fulfill General Education and Pre-Major requirements. Additional lower-division courses may be

considered for common numbering if they are similar in content, standard, and rigor, as specified in the Utah Code.

6.3. Maximum Credits: Each Major Committee will establish a maximum number of credits, in keeping with institutional practices, for lower-division Pre-Major coursework required in each discipline.

6.3.1. Generally, the number of credits required should be limited so that students may also complete required General Education coursework within the number of credits allowed for the AA/AS degree.

6.3.2. Exceptions may be made when mandated by accreditation, licensing, extra-departmental professional, or other institutional requirements. When exceptions are made, students may not be able to complete required General Education coursework within the number of credits allowed for the AA/AS degree.

6.3.3. If Major Committees determine additional lower-division credits are needed to prepare students to successfully complete upper-division coursework, a Committee may recommend the delay of some General Education requirements until after transfer and/or acceptance to an upper-division major program. Under no circumstances will individual Major Committees be allowed to make exceptions to General Education requirements – a degree may not be awarded unless the General Education and program requirements for that degree are met.

6.4. Admission to Upper-Division Major Program: Completion of required lower-division Pre-Major coursework by transfer students from USHE community colleges and institutions also having a community college role shall not constitute an assurance that transfer students will be admitted into a specific major program at a USHE four-year institution. It must be understood that many programs have a limited number of openings and that admission may be highly competitive.

6.5. Disclosure of Partial Program: If an institution does not have the faculty or resources to offer, as part of its curriculum, all of the agreed-upon lower-division Pre-Major courses in a given discipline and emphasis, it will inform prospective students interested in that Pre-Major area that the institution does not offer all of the needed lower-division Pre-Major courses; students may consider attending another institution offering the required coursework or enroll in online courses offered elsewhere in the USHE.

R470-7. Transfer of Credit Policy: USHE colleges and universities shall facilitate transfer from institution to institution.

7.1. Transfer of General Education Credits

7.1.1. Transfer of Partially-Completed General Education Credits: For transfer students from USHE institutions who have not fully satisfied the General Education

requirements, all USHE receiving institutions shall accept at full value all General Education coursework approved by the sending institution, provided it meets the minimum letter grades accepted by the receiving institution. Receiving institutions shall only require transfer students to complete any additional coursework needed to satisfy the unmet requirements of the receiving institution.

7.1.2. Transfer of Completed General Education Credits through Program

Completion: An AA/AS degree earned at any USHE institution will meet the General Education requirements of all other USHE institutions. If a student has completed all institutional General Education requirements, a Letter of Completion (issued by the sending institution confirming General Education completion) or a Certificate of General Education completion shall be accepted by the receiving USHE institution.

7.1.2.1. Letter of Completion Using Non-USHE Credits/Courses: Students who enter a USHE institution with most of their General Education credits from a non-USHE regionally-accredited institution, and who want a Letter of Completion from the USHE institution, must complete at least nine credit hours or meet the minimum residency and grade point average requirements of the institution from which the Letter of Completion is requested.

7.1.2.2. Length of Time for Acceptance and Applicability of Credit: USHE institutions must accept credit transferred from institutions within the System. Institutional colleges and departments may review courses taken over the prior 15 years, or over a time period in compliance with institutional policies, and make a determination of applicability to current requirements of a credential or degree based on the appropriateness of course content, rigor, and standards. Students wanting transfer credits that were earned either 15 years earlier or longer may be asked to demonstrate competencies in the learning outcomes expected in General Education courses they have completed by using portfolios, challenge examinations, or other forms of evidence that demonstrate their continued competence. Students may petition an institution's transcript office for an exception to the 15-year limit, and that office will consult with the appropriate academic departments before making a decision.

7.2. Transfer of Non-General Education Credits: Credit for courses numbered 1000 or above earned in the USHE, regardless of being General Education credits or not, is transferable within the USHE and will be carried on the student's transcript by the receiving institution.

7.2.1. Application of Credit: Acceptance of credit should not be confused with its application. Transfer applicants are entitled to a clear disclosure by the receiving institution of the difference between acceptance of credits and the application of credits toward a credential or degree. Transfer credit may or may not apply to the graduation requirements of an institution, regardless of the number of credits transferred. The

receiving institution will apply credit based on the appropriateness to a particular institution's specific degree program requirements and curricula.

7.2.2. Transfer with Upper-Division Status: Institutions shall enable students (if they fully complete an AA/AS degree and a prescribed Pre-Major area that comports and articulates with the receiving institution's Pre-Major requirements) to transfer with upper-division status to any USHE four-year institution without taking any lower-division Pre-Major courses at the receiving institution.

7.2.3. Exceptions to Applying Pre-Major Coursework Credit: Exceptions may occur when mandated by institutional requirements or other accreditation, licensing, or extra-departmental professional requirements, and as provided in Sections 6.3.3, 6.4, and 6.5. In such cases, the transfer student will be expected to complete lower-division coursework required at the four-year institution.

R470-8. Credit Transfer Principles within USHE

8.1. Institutional Integrity: In order to promote institutional integrity, each institution is responsible for developing its own transfer policies and procedures consistent with the policies established by the Board of Regents to facilitate the transfer of credits within the USHE.

8.2. Transfer Statements: Because USHE institutions are part of a statewide system, institutions should clearly communicate online and/or in print reasonable and definitive transfer statements to avoid confusion and possible injustice to individual applicants and promote articulation within the USHE.

8.3. Minimum Standards: Course quality, content, competency level, and amount of credit earned should be comparable to those courses at the receiving institution.

8.4. Individual Student Consideration

8.4.1. Anticipated Program: Information of program and course requirements, including institutional transfer and articulation agreements between two-year and four-year institutions that go beyond those established in this policy, should be published online and/or in print and available to prospective students. Students should be encouraged to establish educational goals early in their educational program. Each student should request assistance from an academic advisor to assure the student's educational goals fit with the program at the institution to which that student intends to transfer. Transfer policies and practices should facilitate transfer once the student is prepared to enter, and has been accepted to, the anticipated program.

8.4.2. Accredited Institutions: A receiving institution should have reasonable confidence that students from recognized regionally-accredited institutions are qualified to undertake its educational program. Students from recognized national or specialized

accredited institutions may need to demonstrate competency only in instances where academic attainment is uncertain. A receiving institution may also need to review general education/related instruction courses that are part of applied degree and certificate programs.

8.4.2.1. Interstate Passport Holders: Students from regionally-accredited colleges and universities who have successfully completed the sending institution's General Education Passport block of courses and learning outcomes, agreed to by the Interstate Passport Network member institutions, shall have their entire lower-division General Education program accepted without having to repeat courses, except for American Institutions, as required in Utah statute. USHE students who complete their institutions' General Education Passport block will earn the Passport. Passport blocks will be listed in institutional catalogs and will appear on the website of the Western Interstate Commission for Higher Education. USHE institutional transcripts will have a designation noting successful completion of the sending institution's Passport block and will be recognized and given full value by system registrars and academic advisors. (<http://www.wiche.edu/passport/about>)

8.4.2.2. Students Entering with Associate Degrees from Regionally-Accredited Non-USHE Institutions: Students, who enter USHE schools from regionally-accredited institutions and have completed the AA/AS degree, will have their transcripts reviewed to assure they have successfully completed relevant courses in the three Core Areas required of USHE students: Written Communication, Quantitative Literacy, and American Institutions. While the USHE will honor associate degrees, deficiencies found in one or more of the three Core Areas may need to be addressed.

8.4.2.3. Students Entering from Regionally-Accredited Institutions with Associate Degrees but without Pre-Major-specific Courses: Students who enter USHE institutions with the AA/AS degree, but are deficient in prerequisite courses required for their major course of study, may be required to successfully complete such courses at the lower-division level in order to prepare for success in their chosen major once they are accepted.

8.4.2.4. Students Entering from Regionally-Accredited Institutions without Associate Degrees: Students who enter the USHE from regionally-accredited institutions without having completed an associate degree must have their transcripts evaluated by the receiving institution to determine if additional Pre-Major and/or General Education coursework will be required to meet USHE institutional requirements.

8.5. Institutions without Regional, National, or Specialized Accreditation: Receiving institutions should evaluate on a case-by-case basis any credits earned at institutions that do not have regional, national, or specialized accreditation. Evaluation may be assisted by information

provided by or about the unaccredited institution, such as a catalog covering the years students attended, a description of courses the students completed, course syllabi, faculty credentials, and library facilities. Institutions may require verification of competency attainment through assessments or examinations.

8.5.1. Foreign Institutions and Proprietary Schools: In evaluating credits from foreign institutions and proprietary schools, the receiving institution should make equivalency and placement decisions in terms of its own policies and curricula.

8.6. Credits from Extra-Institutional Settings: In order to expand the range of educational opportunities and to incorporate them into the credit exchange system, and in order to remove unnecessary restrictions to access, institutional policies should contain statements on credits earned in extra-institutional settings (structured and non-structured), including the military, religious, career, and technical institutions.

8.6.1. Credit for Current and Former Military Personnel: Pursuant to Utah Code 53B-16-107, all USHE institutions shall provide written notification to each student applying for admission that the student is required to meet with a college advisor in order to receive credit for military service and training. Upon student request, USHE institutions will provide credit based on a review of recommendations from a Regent-approved postsecondary association to include the American Council on Education and other sources as may be deemed appropriate by the institution. To receive credit under this provision, current and former military personnel must meet with an academic advisor to discuss applicability of credit to program requirements, possible financial aid implications, and other factors that may impact attainment of the student's educational goals, such as competencies that are transferable to a course of study. Upon transfer within the USHE, a student may present a transcript from a USHE institution to a receiving USHE institution to determine the applicability of credit to the student's chosen major. The receiving institution shall evaluate the credit to be transferred pursuant to this policy.

8.6.1.1. Processes for Evaluation of Credit for Current and Former Military Personnel: Representatives from USHE institutions who have responsibility for veterans' services shall meet at least annually to review institutional policies and practices relative to awarding credit for current and former military personnel with the goal of maintaining consistent system-wide practices for evaluating and awarding credit pursuant to Section 8.6.1.

8.6.1.2. Reporting Credits Awarded to Current and Former Military Personnel: USHE Institutions shall report annually to the Board of Regents the number of credits awarded under Section 8.6.1 above.

8.7. Basic Responsibilities of All Institutions: The basic responsibilities of both sending and receiving institutions include:

- 8.7.1. Furnishing transcripts and course descriptions vital in judging the quality and quantity of transfer students' work.
- 8.7.2. Advising students as to the acceptability of credits shown on individual transcripts.
- 8.7.3. Making clear and prompt decisions on credit acceptance and application.
- 8.7.4. Informing potential students of services in the institution.

R470-9. Credit-by-Examination Policy: The Board of Regents accepts as valid the concept of credit-by-examination without equivalent previous college coursework. Because of the variety of testing programs, the domain of individual departments and General Education, the following specific policies shall apply:

9.1. Examinations that Replace Specific Coursework: Individual departments may use examinations and assessments consistent with departmental standards and those set in Major Committees to award credit that replaces specific General Education coursework.

9.1.1. Departmentally-Devised Examinations: Each department may determine which of its offerings may be challenged by examination and should construct, administer, and evaluate appropriate and departmentally-approved examinations upon the request of students.

9.1.2. External Standardized Examinations: External standardized examinations should be evaluated by individual departments as they become available to determine their appropriateness, validity, and acceptable scores. When a transfer student has completed the General Education requirements of a USHE institution, the receiving institution will honor the sending institution's determination of General Education credit awarded, including credit granted for external standardized exams.

9.1.2.1. Advanced Placement Examinations: The following guideline for the awarding of credit for Advanced Placement (AP) has been reviewed and recognized by the Utah Transfer and Articulation Committee with representatives from all USHE institutions:

9.1.2.1.1. Scores of 3, 4, or 5 may receive a maximum of 10 semester hours of credit for a foreign language exam, up to 8 semester hours of credit for a full-year course, or up to 4 semester hours of credit for a half-year course. Institutions may determine appropriate AP scores in academic departments for which there are AP examinations.

9.1.2.2. College Level Examination Program (CLEP): CLEP General Examination credit should be recognized and a standard should be set based on the recommendations of the Utah Transfer and Articulation Committee and CLEP Examination Guidelines. A minimum score of 50 is required to award credit with 10 semester hours per test being the maximum number of credits allowed. Each institution shall award credit as it sees fit; however, the following guidelines are for awarding General Education credit through the CLEP process.

9.1.2.2.1. Composition: The College Composition or College Composition Modular examination will satisfy the Introduction to Writing requirement.

9.1.2.2.2. Quantitative Literacy: College Algebra Subject examination or the Pre-Calculus Subject examination will satisfy the Quantitative Literacy requirement.

9.1.2.2.3. American Institutions: The American Government Subject examination or the American History Subject examination will satisfy the American Institutions requirement.

9.1.2.2.4. Life Science: The Biology Subject examination will satisfy the Life Science requirement.

9.1.2.2.5. Physical Science: The Chemistry Subject examination will satisfy the Physical Science requirement.

9.1.2.2.6. Humanities: The Analyzing and Interpreting Literature with Essay examination will satisfy the Humanities requirement.

9.1.2.2.7. Social and Behavioral Sciences: The Introductory Psychology or Introductory Sociology examinations will satisfy the Social and Behavioral Sciences requirement.

9.1.2.2.8. Other General Education: CLEP-verified General Education credit other than that for which specific guidelines are provided in this policy may be awarded as determined by each institution.

9.1.3. International Baccalaureate: Credit should be granted for International Baccalaureate examinations and/or diplomas as determined by each institution.

9.2. Prior Learning Assessments: Students may demonstrate that they have specific subject matter credit through the Prior Learning Assessment developed by the Council of Adult and Experiential Learning or the American Council on Education. Institutional departments should evaluate and accept such credit if it meets institutional and departmental standards.

9.3. Allowable Credit: Institutional limits may be imposed on the amount of General Education credit that may be earned by means other than taking courses directly from the institution. Institutional limits may also be imposed on the amount of credit that may be earned through departmentally-devised or standardized subject area examinations.

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: New Century and Regents' Scholarship Award Amounts for 2017-18 College Academic Year

Background

The Utah State Board of Regents administers two scholarship programs: the New Century and Regents' Scholarships. The Board of Regents is authorized to set the award amounts for both scholarships each year based on legislative appropriation and the number of qualified applicants. Since 2010, the Commissioner's Office, on behalf of the Board of Regents, has also been required by law to advise scholarship applicants and potential applicants that the level of awards are subject to legislative appropriation and may be reduced and vary from year to year.

The Regents' Scholarship

The Utah Legislature created the Regents' Scholarship in 2008 to encourage Utah high school students to prepare for college academically and financially by taking a challenging college preparatory course of study during grades 9-12 while also saving for college. We support continued investment in these students who have worked hard during high school to be college ready.

The Regents' Scholarship has three levels of awards:

1. The Base Award - This scholarship provides a one-time payment of up to \$1,000 for students who complete the required college preparatory course of study, meet a minimum cumulative high school GPA of 3.0, earn minimum grades on each of the courses required for scholarship eligibility, and take the ACT.
2. The Exemplary Achievement Award - Students qualify for the Exemplary Achievement Award by having no grade lower than a "B" in the classes required for scholarship eligibility, earn at least a 3.5 cumulative high school GPA, and reach a composite ACT score of 26. The amounts of the Exemplary Award vary based on legislative funding; the maximum amount a student may receive is \$1,250 per semester, renewable each semester during the students' first four semesters at college. Students who earn the Exemplary Award are also given the Base Award.
3. The Regents' Scholarship Utah Educational Savings Plan (UESP) Supplemental Award - This award is granted if a student has met the minimum requirements of the Base Award and if they have contributed to a UESP account each year during ages 14-17. The award provides a \$100

match per year for each \$100 the student contributed to their own UESP account for a maximum supplemental award of \$400.

The New Century Scholarship

The New Century Scholarship was established by the Utah Legislature in 1999 to encourage students to accelerate their education by earning an associate degree from an institution within the Utah System of Higher Education while still in high school. The scholarship requires at least a 3.0 cumulative college GPA and at least a 3.5 cumulative high school GPA. The New Century Scholarship award amount may vary based on legislative funding; the maximum amount a student may receive is \$1,250 per semester, renewable each semester during the students' first four semesters at college.

Issue

Since their introduction, The Regents' Scholarship and the New Century Scholarship have seen a steady rise in applications and awards. For example, this year the Regents' Scholarship has seen a 17% increase in applications from last year and the New Century Scholarship has seen a 23% increase in applications.

This growth raised questions about the sustainability of the scholarships, particularly since the Regents' Scholarship was dependent on an annual request for one-time funding from the legislature each fiscal year. To address these concerns, during the 2017 legislative session, the Utah State Board of Regents requested \$8 million in new, on-going state dollars to fully fund the Regents' Scholarship program. The 2017 legislature appropriated a total of \$12.7 million in on-going funds (which includes \$8 million in new on-going dollars) for the Regents' Scholarship and \$1.9 million for the New Century Scholarship. This appropriation is sufficient to fully fund the New Century and Regents' Scholarships for the 2017-18 academic year.

The 2017 passage of S.B. 256, *Regents' Scholarship Amendments* also outlined changes to the scholarship program that will improve efficiency and coordination and will maximize the use of all scholarship dollars distributed to an individual student by a Utah college or university. The Commissioner's Office will continue to receive applications, conduct initial eligibility reviews, and administer the front-end of the scholarship. However, beginning with the 2019 cohort of applicants, after the Commissioner's office has determined a student's qualification for the scholarship, the financial aid office of the institution the student is attending will award the dollars to the student. This will allow institutions to determine each student's Regents' Scholarship award amount based on available funds and packaging with other institutional scholarships or financial aid. Regents' Scholarship awards will not exceed tuition and fees.

It is important to note there are no changes for current high school seniors or juniors or those who have already been awarded the scholarship. Changes will be implemented beginning with the 2019 cohort.

Commissioner's Recommendation

The Commissioner recommends, pursuant to Utah Code Annotated 53B-8-108(8)(b), the Board approve the following amounts for the New Century and Regents' Scholarships for the college academic year 2017-18:

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

David L. Buhler
Commissioner of Higher Education

DLB/JH/CFB

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Science in Bioinformatics

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Science in Bioinformatics effective Fall Semester, 2017. The proposed program was approved by the institutional Board of Trustees November 4, 2016.

Background

Bioinformatics is a relatively new interdisciplinary field wherein research scientists utilize data to sequence genomes, study protein structures, and maintain patient databases. The field merges Biology, Computer Science, Chemistry and Mathematics, requiring competency in each. Since scientists are typically not cross-trained in multiple fields, bioinformatics professionals provide essential work to process cross-disciplinary research data. Through rigorous coursework and laboratory experience across these disciplines, students will gain the knowledge and skills necessary to understand and address scientific problems that impact society in the pharmaceutical, agricultural, biotechnology, and other related industries.

The proposed Bachelor of Science (BS) in Bioinformatics offers courses covering topics relating to large data sets, and it provides hands-on experience in laboratory courses and student-driven research projects. Program graduates will be prepared to pursue professional careers in high demand occupations. They will also be prepared for a number of Master and Doctor of Philosophy programs in bioinformatics and related disciplines.

It is anticipated that graduates will find employment opportunities in southern Utah and in other more populated areas of the state. The Utah Department of Workforce Services (DWS) does not have a discrete occupational category for bioinformatics, however, a query was made using Burning Glass Labor Insight. The St. George, Salt Lake City, Ogden-Clearfield, and Provo-Orem metropolitan areas were queried over a 12-month period (February 1, 2016 through January 31, 2017). The query identified 100 job postings that required bioinformatics as a skill, and it aligned these job postings to occupational categories (SOC codes). The table below provides summary data for the occupational categories most frequently aligned to the job postings found through the Burning Glass query. Department of Workforce Services data was sourced from the DWS Occupation Information Data Viewer.

| SOC Code | Occupation | DWS Estimated Annual Openings in Utah 2014 – 2024 | DWS Reported Utah Median Wage | Burning Glass Reported Mean Advertised Salary |
|----------|--|---|-------------------------------|---|
| 15-2041 | Statisticians | 10 | \$73,820 | \$79,150 |
| 15-1199 | Computer Occupations, Other | Not available | \$72,540 | \$87,604 |
| 11-9111 | Medical and Health Services Managers | 150 | \$90,120 | \$62,931 |
| 19-1042 | Medical Scientists, Except Epidemiologists | 40 | \$80,400 | \$87,620 |
| 15-1132 | Software Developers, Applications | 640 | \$91,440 | \$100,215 |
| 19-1029 | Biological Scientists, Other | Not available | \$68,320 | \$67,840 |

A baccalaureate degree represented the degree level required for the majority of positions within these occupational categories.

Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief Academic Officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Bachelor of Science in Bioinformatics.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

**Program Description – Full Template
Dixie State University
Bachelor of Science, Bioinformatics**

Section I: The Request

Dixie State University requests approval to offer Bachelor of Science in Bioinformatics effective Fall Semester 2017. This program was approved by the institutional Board of Trustees on November 4, 2016.

Section II: Program Description

Complete Program Description

Bioinformatics is a fairly new interdisciplinary field that emerged to allow research scientists to utilize large amounts of data collected as scientists sequence genomes, study protein structures, and maintain large patient databases in medicine. The field merges Biology, Computer Science, Chemistry and Mathematics, requiring competency in all of them –something that has been historically rare among both scientists and computer and technology experts. Through coursework and laboratory experience across these disciplines, students will gain the knowledge and skills necessary to understand and address scientific problems that impact society in the pharmaceutical, agricultural, and biotechnology industries.

The Bachelor of Science (BS) in Bioinformatics program offers courses covering the diverse topics required to make sense of large data sets, and allows for hands-on experience in laboratory courses and student-driven research projects. Through fundamental topics covered in biology, chemistry, mathematics, and computer science and through upper-division courses in more specific areas, students will become familiar with the cross-disciplinary nature of Bioinformatics, and learn the fields of science where the concepts and techniques used in bioinformatics are applied. The degree will also prepare students for a number of Master and Ph.D. programs in the region in fields ranging from Bioinformatics to Environmental Sciences and Health.

Purpose of Degree

Bioinformatics is a growing field. New developments in information technology and its application to biotechnology and life science industries are escalating the growth of the bioinformatics market globally. Bioinformatics is essential in processing data from research and development activities in the life science, biotechnology, biopharmaceutical, pharmaceutical and agricultural fields. However, traditionally trained scientists in the life sciences and computer scientists rarely have training in each other's fields.

The DSU Bioinformatics program will produce biologists who are comfortable with the analytics and tools required to answer important questions in the life sciences. Graduates in this field will be prepared to pursue a fast growing professional career and/or post-graduate education. Offering the Bachelor of Science degree in Bioinformatics at Dixie State University (DSU) provides a world of opportunities to students from the regional community to pursue their dreams across the scientific disciplines. With the majority of DSU students coming from the local area, training these students in bioinformatics will provide a prepared workforce for local economic development in a clean industry. Additionally, with the expected population and business growth in Washington County over the next decade, the Bioinformatics degree will prepare students to fill job demand as technological and scientific corporations explore the area as their new home.

Institutional Readiness

Dixie State University already offers most of the courses required for the proposed program. Four new courses will need to be developed, two of which are required core classes and the other two are optional electives planned to be added over the next few years. The two required core courses and one of the elective courses will be taught by bioinformatics faculty that will be hired as discussed later in this proposal. The other elective is a course in development by a tenure-track faculty member currently in Biological Sciences. In addition to the traditional class activities, partnering with Intermountain Healthcare will provide students with the opportunity to interact with practitioners in the field and to help with real world research projects. Existing molecular and cellular biology faculty currently support undergraduate research opportunities to supplement those opportunities. Plans for the degree are not expected to have a negative impact on traditional general-education courses or a significant impact on any of the existing DSU baccalaureate programs. Existing advising and secretarial support in Biological Sciences is sufficient to support the addition of this degree program as biology majors are still below the recommended maximum assigned to an individual advisor.

Support has been voiced for developing a baccalaureate degree in bioinformatics from DSU administration. New funding support will be required for a bioinformatics professor to teach the more specialized courses. The program budget reflects this faculty addition.

Departmental Faculty

| Department Faculty Category | Department Faculty Headcount – Prior to Program Implementation | Faculty Additions to Support Program | Department Faculty Headcount at Full Program Implementation |
|--|--|--------------------------------------|---|
| With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution) | | | |
| Full-time Tenured | 8 | | 8 |
| Full-time Non-Tenured | 2 | 1 | 3 |
| Part-time Tenured | | 1 | 1 |
| Part-time Non-Tenured | 8 | | 8 |
| With Master's Degrees | | | |
| Full-time Tenured | | | |
| Full-time Non-Tenured | | | |
| Part-time Tenured | | | |
| Part-time Non-Tenured | 7 | | 7 |
| With Bachelor's Degrees | | | |
| Full-time Tenured | | | |
| Full-time Non-Tenured | | | |
| Part-time Tenured | | | |
| Part-time Non-Tenured | 11 | | 11 |
| Other | | | |
| Full-time Tenured | | | |
| Full-time Non-Tenured | | | |
| Part-time Tenured | | | |
| Part-time Non-Tenured | | | |
| Total Headcount Faculty in the Department | | | |

| | | | |
|---|-------|------|-------|
| Full-time Tenured | 8 | | 8 |
| Full-time Non-Tenured | 2 | 1 | 3 |
| Part-time Tenured | | 1 | |
| Part-time Non-Tenured | 26 | | 26 |
| 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.") | 30.76 | 1.25 | 32.01 |

Staff

Full-time Tenure track faculty member – year three

Class and Laboratory Adjunct Instructors – added as needed

Teaching assistants – senior level students to assist but not teach labs.

Library and Information Resources

DSU's current holdings between 2011-2016 are:

| | DSU Owned | DSU Access |
|--|-----------|------------|
| Bioinformatics | 0 | 14 |
| Biomathematics | 0 | 0 |
| Comparative Genomics | 0 | 0 |
| Computational Biology | 0 | 5 |
| Computer applications in Life Sciences | 0 | 0 |
| Genomics | 3 | 18 |
| Medical Informatics | 0 | 0 |

Comparing the holdings of other Utah institutions in these same aggregated subject headings for monographs from 2011-2016 (this likely excludes eBook holdings from the same time period for the larger three schools) shows that DSU is lacking in monographs. In consultation with the Dean of the DSU Library, it is projected that an average of seven additional titles per year over the next five years should be added to support the program. Anticipated cost of these additions is \$1050 per year.

Several of the journals in the subject area are open access or are already part of the library collection. The DSU Library Dean compiled a list of relevant journal titles. Of the 68 titles identified DSU students currently have access to 34. Adding additional titles will cost between \$200 and \$4100 per year per journal with an average cost of just over \$2,000. It is projected that adding one to two titles per year over the next five years will cost \$3,000 per year.

Funds for library additions are included in the program budget.

Admission Requirements

Admission to the program will follow existing institutional admission standards. No specialized program admission criteria will be implemented, although students will need to meet required prerequisites for the science, math, computer, and other courses required for the program.

Student Advisement

Consistent with university policies, an advisor familiar with the program as well as careers in bioinformatics and related disciplines will advise students about completion requirements, curriculum planning, and options to pursue post-baccalaureate opportunities. The advisor from Biological Sciences will work with the Lecturer-Advisors from Computer Science to advise students as well as to disseminate information about the program and careers.

Justification for Graduation Standards and Number of Credits

Graduation standards are: (1) Completion of a minimum of 120 semester credits with a minimum of 49 upper-division credits; (2) Overall grade point average of 2.0 (C) or above with a minimum of 2.0 in the major; (3) Residency hours – minimum of 30 credit hours through course attendance at DSU, with at least 15 credits earned in last 45 credits; (4) Completion of general education and specified department requirements; (5) A minimum of 52 credit hours must be in the major with a minimum of 20 credits taken at DSU; and (6) Successful completion of at least two Global/Cultural Perspective courses.

External Review and Accreditation

The proposed program was developed in consultation with a bioinformatics scientist at Intermountain Healthcare. Some of the proposed new courses were the result of the consultant's recommendation to offer courses in genetics, genomics and proteomics.

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 Program | X | 0 | 5 | 10 | 10 | 20 |
| Total # of Declared Majors in Proposed Program | X | 20 | 25 | 40 | 50 | 50 |
| Departmental Data – For All Programs Within the Department | | | | | | |
| Total Department Faculty FTE (as reported in Faculty table above) | 30.76 | 31.01 | 31.01 | 32.01 | 32.01 | 32.01 |
| Total Department Student FTE (Based on Fall Third Week) | 544 | 665 | 751 | 863 | 992 | 1140 |
| Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above) | 17.7 | 21.4 | 24.2 | 27.0 | 31.0 | 35.6 |
| Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____) | NA | NA | NA | NA | NA | NA |

Expansion of Existing Program

Dixie State University currently offers a BS in Biological Sciences. Within that degree there are three emphases: Biomedical Science, Biological Science, and Natural Science. This new degree expands the breadth of offerings within the department.

Section III: Need

Program Need

Bioinformatics is a growing field with significant career potential. Offering the BS in Bioinformatics provides opportunities for students from the regional community to pursue in-demand careers that allow them to blend their interests in several STEM areas. A DSU survey of student interest in new degrees completed in 2015 indicates sufficient interest for this program.

Labor Market Demand

The Utah Department of Workforce Services (DWS) does not have a discrete occupational category for bioinformatics, however, a query was made using Burning Glass Labor Insight. The St. George, Salt Lake City, Ogden-Clearfield, and Provo-Orem metropolitan areas were queried over a 12 month period (February 1, 2016 through January 31, 2017). The query identified 100 job postings that required bioinformatics as a skill, and it aligned these job postings to occupational categories (SOC codes). The table below provides summary data for the occupational categories most frequently aligned to the job postings found through the Burning Glass query. Department of Workforce Services data was sourced from the DWS Occupation Information Data Viewer.

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| 19-1029 | Biological Scientists, Other | Not available | \$68,320 | \$67,840 |

A baccalaureate degree represented the degree level required for the majority of positions within these occupational categories.

Student Demand

There is evidence of strong student demand for a BS degree in Bioinformatics. A survey completed in 2015 asked students if they would switch majors if DSU offered eight new degree programs. Bioinformatics was one of the options listed and 2.83% of responding students said that they would switch to a bioinformatics program if it was available. This works out to approximately 258 students based on recent student body size.

Similar Programs

While the University of Utah offers graduate programs in bioinformatics, BS degrees in the field are unusual in Utah. The only other one is at Brigham Young University. Similar programs in the USHE and Intermountain Region are listed below.

- Utah State University – Bachelor of Science in Computer Science, with an emphasis in Bioinformatics
- Brigham Young University – Bachelor of Science in Bioinformatics
- Arizona State University – Bachelor of Science in Biomedical Informatics (more related to healthcare logistics than bioinformatics)
- University of Arizona – Bachelor of Science in Biology, with an emphasis in Bioinformatics
- University of Colorado, Boulder – Bachelor of Science in Computational Biology (a closely related field)

Collaboration with and Impact on Other USHE Institutions

Faculty from DSU are tailoring the program to feed into graduate programs in statistical genetics and bioinformatics at the University of Utah.

Benefits

The new BS in Bioinformatics will provide a new program that offers local and regional students access to a science degree at an open-enrollment institution. Recruitment of students into STEM (Science, Technology, Engineering and Math) fields is beneficial for the growth of the economy. Producing qualified students in bioinformatics will benefit local biotech businesses and organizations. The institution has received support from Dixie Regional Medical Center, an employer seeking to hire additional employees to assist with its new genomic oncology program.

Consistency with Institutional Mission

In fulfillment of its mission DSU is committed to meet community needs by preparing students for careers in high-demand areas through personalized teaching and educational experiences. Through this program DSU will be able to provide individualized instruction to small classes and access to real world experience through its partnership with Dixie Regional Medical Center.

Section IV: Program and Student Assessment

Program Assessment

Upon graduating students will:

- be competent with respect to biology and biotechnology
- effectively develop and implement computational solutions to problems.
- understand the process of science — how scientific knowledge is generated and validated — so that they can make independent, empirical inquiries about the natural world.
- demonstrate knowledge of the process of science by being able to interpret data in the form of tables, graphs, and charts and then communicate those findings in oral and or written form.

In each course, students will be assessed using existing departmentally developed evaluation techniques and standardized tests.

Expected Standards of Performance

Students will be assessed every semester both qualitatively and quantitatively. Qualitative assessment will be based on randomized evaluation of appropriate assignments by at least two faculty members. Evaluation rubrics are used that are modified versions of those produced by the American Association of Colleges and Universities. These assessments focus on soft skills including communication (oral and written) and critical thinking. Quantitative analysis will be done prior to graduation using Educational Field Test standardized exams in the classroom setting and comparing DSU student averages to national averages.

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 | \$1,030,473 | \$30,000 | \$1,060,473 | \$9,000 | \$1,069,473 | \$55,000 | \$1,124,473 |
| Benefits | \$306,988 | \$0 | \$306,988 | \$0 | \$306,988 | \$27,000 | \$333,988 |
| Total Personnel Expense | \$1,337,461 | \$30,000 | \$1,367,461 | \$9,000 | \$1,376,461 | \$82,000 | \$1,458,461 |
| Non-Personnel Expense | | | | | | | |
| Travel | \$9,103 | \$0 | \$9,103 | \$0 | \$9,103 | \$1,000 | \$10,103 |
| Capital | \$5,959 | \$0 | \$5,959 | \$0 | \$5,959 | \$0 | \$5,959 |
| Library | \$0 | \$4,050 | \$4,050 | \$0 | \$4,050 | \$0 | \$4,050 |
| Current Expense | \$136,670 | \$15,000 | \$151,670 | \$0 | \$151,670 | \$2,500 | \$154,170 |
| Total Non-personnel Expense | \$151,732 | \$19,050 | \$170,782 | \$0 | \$170,782 | \$3,500 | \$174,282 |
| Total Expense (Personnel + Current) | \$1,489,193 | \$49,050 | \$1,538,243 | \$9,000 | \$1,547,243 | \$85,500 | \$1,632,743 |
| Departmental Funding | | | | | | | |
| Appropriated Fund | \$1,294,808 | \$29,400 | \$1,343,858 | \$10,350 | \$1,352,858 | \$85,550 | \$1,438,358 |
| Other: | | | | | | | |
| Special Legislative Appropriation | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

| | | | | | | | |
|--|--------------------|-----------------|--------------------|----------------|--------------------|-----------------|--------------------|
| Grants and Contracts | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Special Fees/Differential Tuition | \$194,385 | \$0 | \$194,385 | \$0 | \$194,385 | \$0 | \$194,385 |
| Total Revenue | \$1,489,193 | \$49,050 | \$1,538,243 | \$9,000 | \$1,547,243 | \$85,500 | \$1,632,743 |
| 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") | \$99 | | \$98 | | \$97 | | \$101 |
| * 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. | | | | | | | |

Additions to budgets include:

Year 1 – One part-time tenure-track bioinformatics faculty member (0.25 time) shared with Precision Genomics who will be covering 75% of salary and all benefit costs. Adjuncts as needed.

Year 2 – Adjuncts as needed.

Year 3 – Bioinformatics professor

Funding Sources

Funding will come from a combination of tuition revenue and appropriated funds.

Reallocation

Not applicable.

Impact on Existing Budgets

Whereas the majority of courses in the program are currently offered by current DSU faculty, it is not anticipated that there will be a negative impact on existing budgets.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

| Course Prefix and Number | Title | Credit Hours |
|--|-------------------|--------------|
| General Education Required Courses | | |
| CIS 1200, CS 21201, or (CS 1400 & CS 1410) | Computer Literacy | 0-6 |

| Course Prefix and Number | Title | Credit Hours |
|---|---|--------------|
| ENGL 1010 or ENGL 1010D | English | 0-4 |
| ENGL 2010 | English | 3 |
| LIB 1000 or LIB 1010 | Information Literacy | 0-1 |
| | Mathematics | 3-5 |
| | American Institutions | 3-6 |
| | Life Sciences | 3-4 |
| | Physical Sciences | 3-4 |
| | Laboratory Science | 1 |
| | Fine Arts | 3 |
| | Literature / Humanities | 3 |
| | Social & Behavioral Sciences | 3 |
| | Exploration | 3-5 |
| | Global & Cultural Perspectives | 0-3 |
| | Global & Cultural Perspectives | 0-3 |
| Sub-Total | | 28* |
| | | |
| Bioinformatics Core Requirements | | |
| BIOL 1610/15 * | Principles of Biology I/Lab | 5 |
| BIOL 1620/25 | Principles of Biology II/Lab | 5 |
| BIOL 3010 | Evolution | 3 |
| BIOL 3030 | Molecular Genetics | 4 |
| BIOL 3150/55 | Biostatistics and the Scientific Method/Lab | 3 |
| BIOL 3300 | Introduction to Bioinformatics | 3 |
| BIOL 3550/55 | Eukaryotic Cell Biology/Lab | 4 |
| BIOL 4300/05 | Molecular Biology/Lab | 4 |
| BIOL 4310 | Advanced Bioinformatics | 3 |
| BIOL 4810R or 4820R | Independent Research I or II | 1-2 |
| MATH 1210 * | Calculus I | 5 |
| MATH 1220 | Calculus II | 4 |
| MATH 2270 | Linear Algebra | 3 |
| MATH 3400 | Probability and Statistics | 3 |
| CHEM 1210/15 * | Principles of Chemistry I/Lab | 5 |
| CHEM 1220/25 | Principles of Chemistry II/Lab | 5 |
| CHEM 2310/15 | Organic Chemistry I/Lab | 5 |
| CHEM 2320/25 | Organic Chemistry II/Lab | 5 |
| CHEM 3510/15 | Biochemistry I/Lab | 4 |
| CS 1400 * | Fundamentals of Programming | 3 |
| CS 1410 * | Object Oriented Programming | 3 |
| CS 2420 | Introduction to Algorithms and Data Structure | 3 |
| CS 3310 | Discrete Mathematics | 3 |
| CS 3510 | Advanced Algorithms/Data Structures | 3 |
| CS 4307 | Database Design and Management | 3 |
| Sub-Total | | 92-93 |
| | | |

| Course Prefix and Number | Title | Credit Hours |
|--|--------------------------------|------------------|
| Recommended Elective Courses (to be taken if they are able to fit into a student's schedule) | | |
| BIOL 3800 | Biotechnology | 2 |
| BIOL 4100 | Proteomics | 3 |
| MATH 2280 | Differential Equations | 3 |
| MATH 3500 | Numerical Analysis | 3 |
| CS 3005 | Programming in C++ | 3 |
| | Sub-Total | 0 |
| | Total Number of Credits | 120 - 121 |
| | | |
| | | |

* GE credits used to fulfill program requirements have been removed from the GE sub-total.

Program Schedule

| Semester 1 | | |
|--------------------------|-----------------------------|--------------|
| Course Prefix and Number | Title | Credit Hours |
| BIOL 1610/15 | Principles of Biology I/Lab | 5 |
| ENGL 1010 | Introduction to Writing | 3 |
| CS 1400 | Fundamentals of Programming | 3 |
| General Education | Literature/Humanities | 3 |
| LIB 1010 | Information Literacy | 1 |
| | | |
| | Total | 15 |

| Semester 2 | | |
|--------------------------|---------------------------------|--------------|
| Course Prefix and Number | Title | Credit Hours |
| BIOL 1620/25 | Principles of Biology II/Lab | 5 |
| ENGL 2010 | Interm Writing Selected Topics: | 3 |
| CS 1410 | Object Oriented Programming | 3 |
| General Education | American Institutions | 3 |
| | | |
| | Total | 14 |

| Semester 3 | | |
|--------------------------|---|--------------|
| Course Prefix and Number | Title | Credit Hours |
| CHEM 1210/15 | Principles of Chemistry I/Lab | 5 |
| MATH 1210 | Calculus I | 5 |
| BIOL 3010 | Evolution | 3 |
| CS 2420 | Introduction to Algorithms and Data Structure | 3 |
| | | |
| | Total | 16 |

| Semester 4 | | |
|--------------------------|--------------------------------|--------------|
| Course Prefix and Number | Title | Credit Hours |
| CHEM 1220/25 | Principles of Chemistry II/Lab | 5 |
| MATH 1220 | Calculus II | 5 |
| BIOL 3030 | Molecular Genetics | 4 |
| Total | | 14 |

| Semester 5 | | |
|--------------------------|--------------------------------|--------------|
| Course Prefix and Number | Title | Credit Hours |
| BIOL 3300 | Introduction to Bioinformatics | 3 |
| BIOL 3550/55 | Eukaryotic Cell Biology/Lab | 4 |
| CHEM 2310/15 | Organic Chemistry I/Lab | 5 |
| General Education | Social & Behavioral Sciences | 3 |
| Total | | 15 |

| Semester 6 | | |
|--------------------------|---|--------------|
| Course Prefix and Number | Title | Credit Hours |
| BIOL 3150/55 | Biostatistics and the Scientific Method/Lab | 3 |
| CHEM 2320/25 | Organic Chemistry II/Lab | 5 |
| General Education | Fine Arts / GLOCUP | 3 |
| CS 3310 | Discrete Mathematics | 3 |
| Total | | 14 |

| Semester 7 | | |
|--------------------------|-------------------------------------|--------------|
| Course Prefix and Number | Title | Credit Hours |
| BIOL 4300/05 | Molecular Biology/Lab | 4 |
| BIOL 4100 | Proteomics | 3 |
| CHEM 3510/20 | Biochemistry I/Lab | 4 |
| CS 3510 | Advanced Algorithms/Data Structures | 3 |
| MATH 3400 | Probability & Statistics | 3 |
| Total | | 17 |

| Semester 8 | | |
|--------------------------|--------------------------------|--------------|
| Course Prefix and Number | Title | Credit Hours |
| BIOL 4310 | Advanced Bioinformatics | 3 |
| CHEM 3520/25 | Biochemistry II/Lab | 4 |
| CS 4307 | Database Design and Management | 3 |
| General Education | Exploration / GLOCUP | 3 |
| BIOL 4820R | Independent Research | 2 |
| Total | | 15 |

Section VII: Faculty

Tenure-track full-time Biological Sciences Faculty (alphabetical)

Karen Bauer – D.A. (Doctorate of Arts) in Biology (Idaho State University), 1996; M.S. in Zoology (Idaho State University), B.S. in Zoology and B.S. in Secondary Education (Idaho State University), 1984.

Jennifer Ciaccio – Ph.D. in Biology (University of Miami), 2008; M.S. in Entomology (University of Arizona), 1993; B.S. in Biology (Villanova University), 1991.

Aaron Davis – Ph.D. in Molecular Biology (Utah State University), 2013; B.A. in International Studies with minors in Biology and Chemistry (Utah State University), 2006.

Martina Gaspari – Ph.D. in Cell and Molecular Biology (Karolinska Institute, Stockholm), 2006; M.S. in Biological Sciences (University of Padua, Italy), 1999.

Erin O'Brien – Ph.D. in Biology (University of Illinois at Chicago), 2004; B.A. in Biology (Bryn Mawr College), 1996.

Del Smith – Ph.D. in Botany (Brigham Young University), 2000; M.S. in Botany (Brigham Young University), 1994; B.S. in Biology, minors in Geology and Chemistry (Southern Utah University).

Marius van der Merwe – Ph.D. in Biology (University of Illinois at Chicago), 2004; M.S. in Entomology (University of Pretoria, South Africa), B.S. in Zoology and Genetics (University of Pretoria, South Africa).

Curt Walker – Ph.D. in Zoology (University of Idaho), 1993; B.S. in Biochemistry (University of Wisconsin-Madison), 1987.

Don Warner – Ph.D. in Veterinary Microbiology (Texas A&M University), 1986; M.S. in Animal Science (Brigham Young University), 1979; B.S. in Animal Science (Brigham Young University), 1976.

Adjunct and Part-time Faculty

Richard Albright, Doctor of Chiropractic

Bonnie Bain, Ph.D. Biology

Marie Barber, B.S. Exercise Science

Rebecca Basso, B.S. Nursing

Brian Caldwell, B.S. Biology

Mark Dickson, M.S. Science Education

Nikell Dodge, B.S. Biology

Christian Edwards, M.S. Biology

Harold Engebretsen, M.S. Food Science

Kathi Engebretsen, B.S. Elementary Education

Kelsey Gonzales, B.A. Biology

Scott Griffin, Doctor of Chiropractic

Mike Hobson, Doctor of Chiropractic

Durstin Hooper, B.S. Nursing

Justin Jenkins, Doctor of Chiropractic

Kim Jolly, B.S. Biology/Zoology Composite

Glory Kline, M.D.

LaRae McGregor, B.A. Elementary Education

James Meidell, M.S. Biology

Alissa Moellendorf, B.S. Nuclear Medicine

Rita Osborn, M.B.A., M.A. Public Administration (Director of Rural Health Scholars program)

Joseph Platt, Ph.D. Biology

Laurel Rasmussen, B.S. Biology

Doug Sainsbury, M.S. Biology

Kristal Sullivan, M.S. Chemistry

Richard Wintch, M.D.

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

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

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Arts/Bachelor of Science (BA/BS) in Applied Sociology effective in fall 2017. The institutional Board of Trustees approved the degree on November 4, 2016.

Background

The proposed BA/BS in Applied Sociology would expand upon the minor in Sociology and integrated studies emphasis in Sociology currently offered at DSU. Students would gain broad knowledge in the discipline, as well as an understanding of research methods used by sociologists in academic and business settings, thereby connecting sociological theory to practice. Graduates of the proposed program would be positioned to continue with graduate studies or seek employment in an occupation requiring knowledge of social research. As the population grows rapidly in DSU's service region, Applied Sociology graduates would help fill important positions in areas such as social services, administrative support, management, and marketing. Furthermore, Sociology is a popular major nationwide, and this is reflected at DSU, with dozens of students pursuing the minor and integrated studies emphasis in Sociology and healthy enrollments in upper-division Sociology courses.

The proposed Applied Sociology degree includes 18 credits in statistics and research, plus 24 elective credits in Sociology, for a total of 42 credits in the major. A senior capstone and other internships would prepare students for application of sociological skills and employment. Personnel and courses are largely in place at DSU to offer the proposed degree, with an additional full-time, tenure-track faculty member with expertise in Applied Sociology to be hired prior to program implementation. Labor market and salary information provided in the proposal indicates above average job growth and reasonably good entry-level pay predicted for Sociology graduates. Locally, behavioral and mental health entities have expressed support for DSU's proposed degree and indicate a need for interns and well-trained specialists.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Dixie State University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions reviewed and are supportive of Dixie

State University's request to offer a BA/BS in Applied Sociology. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

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

Section I: The Request

Dixie State University requests approval to offer a Bachelor of Arts/Bachelor of Science (BA/BS) in Applied Sociology effective in fall 2017. The institutional Board of Trustees approved the degree on November 4, 2016.

Section II: Program Description

Complete Program Description

The Applied Sociology program at Dixie State University outlined in this proposal is designed to: (A) actively engage students in community work while enrolled in the program, (B) inculcate students with the skills to find work directly out of college in organizations that desire people with applied sociological talents, and (C) prepare students for graduate work in Sociology and other Behavioral Science fields. To this end, the program requires students to take 39 Sociology credits, 6 of which are methodological in nature.

Purpose of Degree

An Applied Sociology baccalaureate degree will enhance Dixie State University's ability to enrich the personal and professional lives of its students and community, as well as meet the educational goals of its students and fulfill the obligation mandated in the DSU mission to offer baccalaureate programs in core or foundation areas consistent with four-year colleges. Graduates from the Applied Sociology program will be prepared to enter directly into any number of organizations and businesses that create, impliment, interpret, and present social research on a regular basis. Graduates will also be prepared to further their educations in graduate programs in Sociology or related fields. Finally, a Applied Sociology degree will supplement existing DSU programs in Psychology, Criminal Justice, Business Recreation Management, and History.

Institutional Readiness

The infrastructure for supporting an Applied Sociology baccalaureate degree already exists at Dixie State University. As a member of the College of Humanities and Social Sciences, Department of Social and Behavioral Sciences, Sociology already offers an emphasis in Integrated Studies and a minor. Most of the required courses for the degree already exist. Appropriate resources are in place at the staff, student services, policy, and library services levels. An Applied Sociology BA/BS program can be implemented with little impact upon the delivery of undergraduate or lower-division education at DSU. Indeed, the only impact will be positive in that this degree will add to the variety of program alternatives available to the student body.

Departmental Faculty

The Applied Sociology program at Dixie State University currently consists of two full-time, tenure/tenure-track PhD instructors, one .74 non-tenured PhD instructor, and five non-tenured adjunct instructors (one with a PhD, three with MA degrees). At this point, this is enough to cover the course load for both the Integrated Studies emphasis and the Sociology minor. However, a third full-time, tenure-track instructor with expertise in Applied Sociology will need to be added for the program to take flight.

| Department Faculty Category | Department Faculty Headcount – Prior to Program Implementation | Faculty Additions to Support Program | Department Faculty Headcount at Full Program Implementation |
|---|--|--------------------------------------|---|
| With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution) | | | |
| Full-time Tenured | 2 | 1 | 3 |
| Full-time Non-Tenured | | | |
| Part-time Tenured | | | |
| Part-time Non-Tenured | 2 | | 2 |
| With Master's Degrees | | | |
| Full-time Tenured | | | |
| Full-time Non-Tenured | | | |
| Part-time Tenured | | | |
| Part-time Non-Tenured | 4 | | 4 |
| With Bachelor's Degrees | | | |
| Full-time Tenured | | | |
| Full-time Non-Tenured | | | |
| Part-time Tenured | | | |
| Part-time Non-Tenured | | | |
| Other | | | |
| Full-time Tenured | | | |
| Full-time Non-Tenured | | | |
| Part-time Tenured | | | |
| Part-time Non-Tenured | | | |
| Total Headcount Faculty in the Department | | | |
| Full-time Tenured | 2 | 1 | 3 |
| Full-time Non-Tenured | | | |
| Part-time Tenured | | | |
| Part-time Non-Tenured | 6 | | 6 |
| 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.") | 4.47 | X | 5.50 |

Staff

The new degree will need a lecturer/advisor to provide academic advisement and counseling to students. No other new staff will be required for this degree.

Library and Information Resources

Dixie State University is aware of the importance of building library resources as part of program development. As such, the Library is actively involved in the creation of adequate resources for the anticipated Applied Sociology baccalaureate degree. The DSU Library advances the mission of Dixie State University by encouraging the discovery and creation of knowledge through the provision of high quality resources, services, and programs.

Library of Congress Scope

Sociology is defined by subclasses HM through HX, components of class H (Social Sciences) in the Library of Congress classification system. In broad terms, these classes cover:

- HM - General and Theoretical Sociology
- HN - Social History and conditions, social problems and reform
- HQ - Marriage and the family, sexual life, age groups, women and feminism
- HS - Secret and other societies, associations, and clubs
- HT - Urban and rural sociology, social classes, and races and race relations, in general
- HV - Social work, charities, and Public welfare, social Pathologies, and criminology
- HX - Socialism and Communism in general, utopias, and anarchism

Currently DSU library owns 4494 print items and 245 audiovisual items in these subclasses. In addition to the print and audiovisual items, DSU Library has various databases that would support the BA/BS in Applied Sociology. They include:

- Academic Search Premier
- MasterFILE Complete
- Project MUSE
- Sage Journals Online
- Sage eReference Encyclopedias and Handbooks
- Gale Virtual Reference
- Historical Abstracts with Full Text
- Ethnic NewsWatch
- GenderWatch
- JSTOR
- Psychology & Behavioral Sciences Collection
- Salem History
- Social Sciences Citation Index (Web of Science)
- ScienceDirect (Elsevier)
- Oxford Handbooks
- CQ Researcher
- Gale Opposing Viewpoints in Context
- LexisNexis Academic
- ProQuest Newsstand
- Communication & Mass Media Complete
- ProQuest's ebrary (e-books)
- EBSCOhost e-books (e-books)

The Library also uses LibGuides as Research Guides to help the students with their research. These guides give assistance/guidance with identified and selected Sociology Library and Internet resources. The Library also has a fully-staffed reference desk with qualified librarians to help with research needs.

In addition, the DSU Library provides Interlibrary Loan services and Reciprocal Borrowing from other UALC (Utah Academic Library Consortium) libraries in the state. This allows students and faculty to borrow materials from other universities and libraries around the world.

Recommendations for Materials

Databases:

1. *ProQuest's Sociological Abstracts Database* (\$3900): "The Sociological Abstracts database abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences. Pulled from nearly 2,000 serial publications are abstracts from a variety of sources including journal articles, conference papers, books, dissertations, and conference papers, plus citations to important book reviews related to the social sciences." (ProQuest's website)
2. *ICPSR* (Inter-University Consortium for Political and Social Research) (\$2100): This database provides access to collection of sociological and demographic data.
3. *ProQuest's Sociological Journals Database* (\$4300): "gives users access to the full-text of more than 270 journals in sociology and social work with full-text coverage of many core titles included in Sociological Abstracts and Social Services Abstracts. Titles covered include *Journal of Social Policy*, *American Sociological Review*, *Sociological Theory*, *International Journal of Sociology and Social Policy* and *Child Welfare*."

Journals: DSU Library has some of these journals in the existing databases; however, they are not current.

1. *American Sociological Review* (\$540)
2. *Sociological Methodology* (\$383)
3. *Contemporary Sociology* (\$430)
4. *Sociology Theory* (\$383)

Encyclopedias:

1. *Encyclopedia of Sociology* (Gale) (\$800)
2. *Blackwell Encyclopedia of Sociology* (\$800)

Support from the Library for Sociology books, audiovisual materials, databases, and other resources will require additional ongoing funds. It is estimated that ongoing funds in the amount of \$10,000 per year will be required to support the Sociology baccalaureate degree.

Admission Requirements

Any matriculated Dixie State University student in good academic standing is eligible for admission to the major. Students are admitted to the degree program immediately upon declaring the major.

Student Advisement

Dixie State University Sociology instructors and College of Humanities and Social Science advisors will provide the bulk of advisement for the Applied Sociology degree. A program lecturer/advisor will be necessary as the program grows to ensure a more customized program of study tailored to student's personal interests and career goals.

Justification for Graduation Standards and Number of Credits

The proposed Applied Sociology BA/BS degrees require graduates to earn a total of 120 credits, an amount which falls within the Utah System of Higher Education guidelines. Thirty-three of the credits are Dixie State University-mandated General Education courses, 3 are an Introduction to Statistics math course, 39 are Sociology program-related credits, and 48 are other DSU elective credits. Students seeking a BA are required to take 16 credits of a foreign language, dropping their other DSU elective credits to 32. All graduation requirements specified by Regents

and DSU policies are met, including fulfillment of DSU GE requirements, 40 credits of upper-division coursework, 30 credits upper-division coursework at DSU, and a minimum 2.0 GPA.

External Review and Accreditation

There is no formal accreditation or certification available for a major in Applied Sociology, except for the accreditation and certification applicable to the University as a whole. DSU has conducted discussions with colleagues both regionally and nationally on the major in Applied Sociology at DSU and researched existing programs in the state and nation. The proposed program is consistent with national standards for the academic content and pedagogical delivery of an Applied Sociology major.

Comparable Degree Requirements across the Utah System of Higher Education

| Course | DSU | U of U | USU | SUU | WSU |
|---------------------------|----------|----------|----------|----------|----------|
| Introduction to Sociology | Required | Required | Required | Required | Required |
| Research Methods | Required | Required | Required | Required | Required |
| Social Statistics | Required | Required | Required | | Required |
| Sociological Theory | Required | Required | Required | Required | Required |
| Senior Capstone | Required | | Required | Required | Required |

Rough drafts of this proposal were sent to numerous USHE Sociology faculty, and they all support the implementation of a Sociology baccalaureate at Dixie State University. One concern, which is highlighted elsewhere in this proposal, is the lack of full-time faculty in the program; at least one more faculty with expertise in Applied Sociology is required for the full implementation of the degree.

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 Program | X | x | x | 30 | 40 | 50 |
| Total # of Declared Majors in Proposed Program | X | 37 | 50 | 60 | 70 | 80 |
| Departmental Data – For All Programs Within the Department | | | | | | |
| Total Department Faculty FTE (as reported in Faculty table above) | 5.50 | 5.50 | 6.50 | 6.50 | 7.50 | 7.50 |
| Total Department Student FTE (Based on Fall Third Week) | 126 | 130 | 136 | 142 | 150 | 160 |
| Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above) | 22.9 | 23.6 | 20.9 | 21.8 | 20.0 | 21.3 |
| Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: N/A | | | | | | |

Expansion of Existing Program

The number of graduating students with a Sociology emphasis in the Integrated Studies major over the past three years since the emphasis was created are:

| Academic Year | Number of Students with Sociology Emphasis in Integrated Studies major |
|---------------|--|
| 2013-2014 | 30 |
| 2014-2015 | 37 |
| 2015-2016 | 42 |
| 2016-2017 | 48 |

Seven graduates declared Sociology as a minor in 2014-2015, the first year Dixie State University had in place a way for students to officially declare a minor. However, as stated in the "Student Demand" section, there are currently 30 students overall who have declared Sociology as a minor.

Section III: Need

Program Need

The proposed Applied Sociology BA/BS degree will help Dixie State University as it "strives to enrich its community and the lives of its students by promoting a culture of learning, values, and community." The social sciences are one area that needs to be developed at DSU. Currently, there are no baccalaureate degrees in this area (Anthropology, Economics, Political Science, and Sociology). An Applied Sociology baccalaureate would be the first. Additionally, as shown above, there is a portion of the DSU student body that desires to study Sociology, but they are limited in their choices at this point; a baccalaureate degree will allow these students to further their studies in Sociology. Finally, again as shown below, there is an increasing demand for Sociology majors in the job market, especially those with the methodological skills that the program will provide. The Applied Sociology major will supply the local, state, and national economy with people skilled in the social sciences.

Labor Market Demand

The population of Washington County is expected to grow to 220,000 by 2020 (an increase of 40,000 people). Along with this growth comes a demand for educated and skilled employees. Thirty-five percent of Washington County's workforce is in retail, education and health services, leisure and hospitality, and government. Since 67% of Sociology bachelor degree recipients work in social services, administrative support, management, and marketing, Applied Sociology majors will fill an important occupational niche in the local economy. Additionally, economic prospects for Sociology majors on a national level look good with the U.S. Bureau of Labor Statistics predicting 15% growth through 2020 as opposed to an average of only 11% average growth for all other occupational categories. Not only can Sociology majors find jobs, they can expect decent pay. People with a BA/BS in Sociology make an average salary from \$27,000-\$46,000 per year and an average hourly wage of between \$13.00 and \$25.00 (payscale.com). Those students wishing to continue their education beyond a bachelor's degree can, of course, expect more. The median pay for a full-time employed Sociologist with a PhD is \$75,000 per year, or \$36.00 per hour (Bureau of Labor Statistics). Finally, there are employers and organizations here in Washington County excited about having a pool of Applied Sociologists to fill their job vacancies.

Student Demand

As mentioned, there are currently 48 students with a Sociology emphasis in the Integrated Studies major and an additional 30 declared Sociology minors. This number has grown at a regular pace over the past two years. One indicator of the Sociology program's growth is the number of students enrolled in upper-division courses. In fall 2013,

there were 24 students enrolled in upper-division Sociology courses. In spring 2015, there were 62 students enrolled in upper-division Sociology courses. In fall 2015, 46 students were enrolled in upper-division Sociology courses. In spring 2016, 66 students were enrolled, and in fall 2016, 48 students were enrolled in upper-division Sociology courses. (Note: there are more students in the spring because there are more upper-division courses offered than in the fall.) Again, the trend is clear, the Sociology program at Dixie State University is an ever more popular one.

Similar Programs

With the exceptions of Weber State University (BS only) and Utah Valley State University (BA/BS in Behavioral Sciences with a Sociology emphasis), all other Utah System of Higher Education Universities offer BA and BS degrees in Sociology. Uniquely, however, DSU will be the only USHE program to offer an Applied Sociology baccalaureate degree.

Collaboration with and Impact on Other USHE Institutions

Dr. Matt Smith-Lahrman has brought up the possibility of Dixie State University offering a baccalaureate degree in Sociology at the numerous USHE Majors Meetings he has attended in the past decade or more. He has received no negative feedback regarding this proposal. Indeed, the most common response is one of surprise that DSU does not already offer the degree, again reflecting the perception that any well-rounded university should be offering this degree.

At this time, students at Dixie State University pursuing a baccalaureate degree in Sociology must go elsewhere, and this is not always to other USHE schools. Anecdotal evidence suggests that UNLV and Northern Arizona University have received a fair share of DSU students. Another option is for prospective Sociology major students to pursue a major at DSU that is not their first choice, possibly decreasing retention rates. Consensus is that offering a bachelor degree in Sociology will not diminish enrollment numbers at other USHE programs. Rather, it will help DSU hold on to students it might otherwise lose. Students graduating in Sociology at DSU may also bolster graduate student rates at other USHE institutions.

Benefits

A baccalaureate degree in Sociology will benefit Dixie State University, as a whole, by helping it become a well-rounded school with degree programs in a wide range of fields. The degree will benefit current and prospective students of DSU by giving them another degree option rather than forcing them to pursue a degree in an alternative field, or leave DSU. A Sociology degree will also benefit DSU in its attempts to diversify our student population. American Sociological Association data show that 82% of bachelor degree graduates are women, and 20% are racial/ethnic minorities. The high percentage of women graduates will also benefit Utah, as it is known that the state has a deficit of women with college degrees (Utah Women and Education Initiative). The city, county, and state will benefit by having a more educated and skilled population and workforce. Furthermore, the involvement of DSU students in internships and research through the Undergraduate Research Center will provide Washington County with a sociologically-skilled workforce it has lacked in the past.

Consistency with Institutional Mission

Dixie State University's Mission Statement states that, "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." A Sociology bachelor degree at DSU will meet all three parts of this statement. First, the degree proposal is consistent with a "culture of learning" in that it will prepare knowledgeable and competent students through a curriculum fraught with excellent teachers providing a rigorous program of learning. Second, the degree proposal is consistent with a "culture of values" in that, as a discipline, Sociology strongly emphasizes the understanding and practice of service, citizenship, diversity, ethics, and collaboration. Finally, the degree proposal is consistent with a "culture of

community” in that our faculty, students, and staff will work closely with community entities to foster the economic, educational, cultural, and recreational enrichment of Washington County, the State of Utah, and beyond.

Section IV: Program and Student Assessment

Program Assessment

The Sociology program at Dixie State University is committed to enriching student's lives by providing them with a general knowledge of social life and encouraging proactive civic sociology that is responsive to the interests of the wider society. Practically, the program provides students with the skills necessary for participation in the growing market for social scientific researchers in many areas, including nonprofits. It will also prepare students to further their sociological training in graduate schools in Utah and around the nation, if they so desire.

The Sociology faculty at Dixie State University is working diligently on creating and mapping the program curriculum. This effort is happening in stages and includes identifying Program Learning Outcomes (PLO), the corresponding courses from which student artifacts are gathered, and the tools and means of assessing the artifacts. They will continue to collect a body of student work that will represent baseline scores as well as target scores for each PLO. The introduction, development, and mastery of each PLO will be mapped across courses.

Expected Standards of Performance

Faculty of the Sociology program have developed four Program Learning Outcomes that focus upon basic standards and competencies that students graduating with a degree should possess. What follows are the PLOs, how students are expected to achieve them, and how faculty will assess them. These competencies were chosen based on standards that exist at Sociology programs across the nation.

1. Sociological Knowledge: Students will exhibit a basic knowledge of key theories, ideas, institutions, and processes related to the study of sociology.
 - Students will demonstrate this competency with papers and presentations based on sociological coursework. Faculty will gather and analyze these artifacts as the measure of student and program competency.
2. Sociological Research: Students will demonstrate an ability to collect and compare appropriate forms of sociological evidence.
 - Students will demonstrate this competency by engaging in sociological research of their own, including the construction, administration, interpretation, and presentation of surveys, interviews, and ethnographic field techniques. Faculty will gather and analyze student's finished research artifacts as the measure of student and program competency.
3. Sociological Communication: Students will produce written and oral presentation, using accepted sociological professional methodologies.
 - Students will demonstrate this competency with written (i.e., papers and articles) and presentational (i.e., conference-style presentations and poster boards) techniques. Faculty will gather, observe, and analyze student's finished presentational artifacts as the measure of student and program competency.
4. Critical Thinking/Analysis: Students will demonstrate an ability to analyze and differentiate between causal and correlative data.
 - Students will demonstrate this competency through the construction, implementation, interpretation, and presentation of original quantitative and qualitative research projects as well as through the demonstration of methodological competency in exams and assigned projects. Faculty will gather and analyze student's finished methodological projects as the measure of student and program competency.

Section V: Finance

Department Budget

| 3-Year Budget Projection | | | | | | | |
|--|---|--------------------------|-----------------|--------------------------|-----------------|--------------------------|-----------------|
| Departmental Data | Current Departmental Budget – Prior to New Program Implementation | Departmental Budget | | | | | |
| | | Year 1 | | Year 2 | | Year 3 | |
| | | Addition to Budget | Total Budget | Addition to Budget | Total Budget | Addition to Budget | Total Budget |
| Personnel Expense | | | | | | | |
| Salaries and Wages | \$209,761 | \$60,000 | \$269,761 | \$10,000 | \$279,761 | \$10,000 | \$289,761 |
| Benefits | \$75,922 | \$30,000 | \$105,922 | \$6,000 | \$111,922 | \$6,000 | \$117,922 |
| Total Personnel Expense | \$285,683 | \$90,000 | \$375,683 | \$16,000 | \$391,683 | \$16,000 | \$407,683 |
| Non-Personnel Expense | | | | | | | |
| Travel | \$0 | \$3,000 | \$3,000 | \$1,000 | \$4,000 | \$0 | \$4,000 |
| Capital | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Library | \$0 | \$3,000 | \$3,000 | \$2,000 | \$5,000 | \$2,000 | \$7,000 |
| Current Expense | \$1,754 | \$5,000 | \$6,754 | \$1,500 | \$8,254 | \$0 | \$8,254 |
| Total Non- personnel Expense | \$1,754 | \$11,000 | \$12,754 | \$4,500 | \$17,254 | \$2,000 | \$19,254 |
| Total Expense (Personnel + Current) | \$287,437 | \$101,000 | \$388,437 | \$20,500 | \$408,937 | \$18,000 | \$426,937 |
| Departmental Funding | | | | | | | |
| Appropriated Fund | \$287,437 | \$101,000 | \$388,437 | \$20,500 | \$408,937 | \$18,000 | \$426,937 |
| Other: | | | | | | | |
| Special Legislative Appropriation | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Grants and Contracts | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Special Fees/Differential Tuition | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Revenue | \$287,437 | \$101,000 | \$388,437 | \$20,500 | \$408,937 | \$18,000 | \$426,937 |
| Difference | | | | | | | |
| Revenue - Expense | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Departmental Instructional Cost/Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i> | \$76 | \$ | \$95 | \$ | \$96 | \$ | \$100 |
| * 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 for the new degree will come from tuition and insitutional funds allocated by the state. Sociology faculty will pursue external funding as they can.

Reallocation

The BA/BS in Applied Sociology at Dixie State University will not require internal reallocation of resources.

Impact on Existing Budgets

The only impact on existing budgets required for the Sociology degree will be the hiring of another full-time tnure-track Sociologist.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

| General Education Requirements | Course | Credit Hours |
|---------------------------------------|---|-----------------------------------|
| Computer Literacy | CIS 1200 or CIS 1201 or (CS 1400 and CS 1410) | 0-6 |
| English | ENGL 1010 or ENL 1010D | 0-4 |
| English | ENGL 2010 | 3 |
| Information Literacy | LIB 1000 or LIB 1010 | 0-1 |
| Mathematics | | 3-5 |
| American Institutions | | 3-6 |
| Life Sciences | | 3-10 |
| Physical Sciences | | 3-5 |
| Laboratory Sciences | | 0-1 |
| Fine Arts | | 3 |
| Literature/Humanities | | 3 |
| Social & Behavioral Sciences | | 3 |
| Exploration | | 3-5 |
| Global & Cultural Perspectives | | 0-6 (Can be shared with other GE) |
| | Sub-Total | 35 |
| Course Prefix and Number | Title | Credit Hours |
| General Education Requirements | | 35 |
| Sociology Required Courses | | |
| MATH 1040 ¹ | Introduction to Statistics | 3 |
| SOC 1010 | Introduction to Sociology | 3 |
| SOC 3111 | Research Methods | 3 |
| SOC 3112 | Social Statistics | 3 |
| SOC 3140 | Sociological Theory | 3 |
| SOC 4910 | Capstone Research in Sociology | 3 |
| | Sub-Total | 18 |

¹ This course can also count as a General Elective Math course.

| | | |
|--|--|------------|
| Elective Courses. Sociology Major Electives. Complete 24 credits from the following with no more than 6 lower-division credits counting toward the major. | | |
| SOC 1020 | Social Problems | 3 |
| SOC 1200 | Sociology of the Family | 3 |
| SOC 3020 | Social Psychology | 3 |
| SOC 3041 | Sociology of Rock Music | 3 |
| SOC 3560 | Deviance and Social Control | 3 |
| SOC 3010 | Stratification and Inequality | 3 |
| SOC 3113 | Survey and Data Analysis | 3 |
| SOC 3114 | Qualitative Research Methods | 3 |
| SOC 3370 | Gender in Contemporary Society | 3 |
| SOC 3435 | Globalization | 3 |
| SOC 3630 | Sociology of Race and Ethnic Relations | 3 |
| SOC 3550 | Organizations in Society | 3 |
| | Sub-Total | 24 |
| Other Elective Courses including BA | | 43 |
| | Total Number of Credits | 120 |

Program Schedule

| Semester 1 | | |
|--------------------------|---|--------------|
| Course Prefix and Number | Title | Credit Hours |
| SOC 1010 | Introduction to Sociology (SOC major requirement AND Social & Behavioral Sciences Gen Ed requirement) | 3 |
| ENGL 1010 | Introduction to Writing (Gen Ed requirement) | 3 |
| LIB 1010 | Information Literacy (Gen Ed requirement) | 1 |
| MATH 1040 | Intro to Statistics (SOC major requirement AND Math Gen Ed requirement) | 3 |
| ART 1010 | Intro to Art (Fine Arts Gen Ed requirement) | 3 |
| BIOL 1010 | General Biology (Life Sciences Gen Ed requirement) | 3 |
| Total | | 16 |

| Semester 2 | | |
|--------------------------|--|--------------|
| Course Prefix and Number | Title | Credit Hours |
| SOC 1200 | Sociology of the Family | 3 |
| ENGL 2010 | Intermediate Writing Selected Topics (Gen Ed requirement) | 3 |
| HIST 1700 | American Civilization (Gen Ed requirement) | 3 |
| CIS 1200 | Computer Literacy (Gen Ed requirement) | 3 |
| CHEM 1010/15 | Introduction to Chemistry (Physical Sciences Gen Ed Requirement) | 4 |
| Total | | 16 |

| Semester 3 | | |
|--------------------------|---|--------------|
| Course Prefix and Number | Title | Credit Hours |
| SOC 1020 | Social Problems | 3 |
| PHIL 1000 | Introduction to Philosophy (Literature/Humanities Gen Ed requirement) | 3 |
| ECON 1010 | Economics of Social Issues (Exploration Gen Ed requirement) | 3 |
| HIST 1500 | World History to 1500 (Global & Cultural Perspectives Gen Ed requirement) | 3 |
| MUSC 1050 | Introduction to World Music (Global & Cultural Perspectives Gen Ed requirement) | 3 |
| Total | | 15 |

| Semester 4 | | |
|--------------------------|---|--------------|
| Course Prefix and Number | Title | Credit Hours |
| SOC 3111 | Research Methods | 3 |
| SOC 3020 | Social Psychology | 3 |
| SPAN 1010 | Beginning Spanish I (Foreign Language requirement, BA only) | 4 |
| POLS 2100 | Introduction to International Relations | 3 |
| ANTH 1010 | Cultural Anthropology | 3 |
| Total | | 16 |

| Semester 5 | | |
|--------------------------|--|--------------|
| Course Prefix and Number | Title | Credit Hours |
| SOC 3112 | Social Statistics | 3 |
| SOC 3010 | Stratification and Inequality | 3 |
| SPAN 1020 | Beginning Spanish II (Foreign Language requirement, BA only) | 4 |
| PHIL 2600 | World Religions | 3 |
| Total | | 13 |

| Semester 6 | | |
|--------------------------|--|--------------|
| Course Prefix and Number | Title | Credit Hours |
| SOC 3140 | Sociological Theory | 3 |
| SOC 3114 | Qualitative Research Methods | 3 |
| SPAN 2010 | Intermediate Spanish I (Foreign Language requirement, BA only) | 4 |
| HIST 2700 | History to 1877 | 3 |
| ENGL 3010 | Writing in the Professions | 3 |
| Total | | 16 |

| Semester 7 | | |
|--------------------------|---|--------------|
| Course Prefix and Number | Title | Credit Hours |
| SOC 3435 | Globalization | 3 |
| SOC 3041 | Sociology of Rock Music | 3 |
| SPAN 2020 | Intermediate Spanish II (Foreign Language requirement, BA only) | 4 |
| HIST 3460 | Comparative Asian History | 3 |
| Total | | 13 |

| Semester 8 | | |
|--------------------------|--------------------------------|--------------|
| Course Prefix and Number | Title | Credit Hours |
| SOC 3550 | Organizations in Society | 3 |
| SOC 4910 | Capstone Research in Sociology | 3 |
| HUM 3050 | Gothic Humanities | 3 |
| PSYC 3040 | Psychology of Gender | 3 |
| COMM 1020 | Public Speaking | 3 |
| Total | | 15 |

Section VII: Faculty

Matthew Smith-Lahrman, PhD, Northwestern University, Professor of Sociology, full-time, tenured

Stephen Kim, PhD, State University of New York, Assistant Professor of Sociology, full-time, tenure-track

Robert Oxley, PhD, American University (London) and University of Michigan, Instructor, .74

Logan Reid, MA, Utah State University, Adjunct Instructor, part-time

Craig Allen, PhD, University of New Hampshire, Adjunct Instructor, part-time

Ann Greathouse, MA, University of Nebraska, Adjunct Instructor, part-time

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Master of Interdisciplinary Studies

Issue

Southern Utah University (SUU) requests approval to offer a Master of Interdisciplinary Studies effective in fall 2017. The institutional Board of Trustees approved the degree on December 1, 2016.

Background

The proposed Master of Interdisciplinary Studies is comprised of 30 credit hours of graduate study across three academic fields. The degree is intended to primarily serve three groups of students: (1) those who wish to pursue a graduate program with a unifying theme not adequately contained within one discipline; (2) those whose goals or experience suggest a program that spans more than one discipline; and (3) former graduate students who left without completing their program. Several existing SUU graduate programs would participate and provide courses for the proposed degree, with the SUU Graduate & Online School (GOS) providing advisement for students and an administrative home for the program. There would be options for courses to be completed in traditional classroom or online settings, with a concluding capstone project overseen jointly by the participating academic departments and the GOS.

Some possible interdisciplinary combinations described in the SUU proposal include business, cyber security, and mobile teaching, learning, and design; communication, public administration, and online teaching; and arts administration, music technology, and technology innovation in the classroom. These combinations are indicative of how work and requisite skills have changed, and the labor and salary information presented in the proposal points to how a degree of this sort would be valuable to the holder in an evolving world. A survey of current and former SUU students revealed a high level of interest in a flexible degree such as the proposed Master of Interdisciplinary Studies, and current course offerings, personnel, and library and information resources are such that the program could be implemented at negligible additional cost.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Southern Utah University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions reviewed and are supportive of Southern Utah University's request to offer a Master of Interdisciplinary Studies. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Southern Utah University to offer a Master of Interdisciplinary Studies.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Southern Utah University requests approval to offer the following Master's degree(s): Master of Interdisciplinary Studies effective Fall 2017. This program was approved by the institutional Board of Trustees on 12/01/2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The proposed Master of Interdisciplinary Studies degree program at SUU is a 30-credit hour program designed to give students the opportunity for graduate study in three academic programs. This allows them to pursue academic or career goals that are not adequately met within a single discipline. The coursework may be completed entirely online, and concludes with a capstone project that is overseen jointly by the participating academic departments and the Graduate & Online School (GOS), which is the administrative home of the program.

With the exception of the newly-created capstone course, the curriculum is taken from existing *online graduate programs at SUU. As of the date of this proposal, participating programs include the following degree programs:

1. Arts Administration (MA)
2. Business Administration (MBA)
3. Cybersecurity & Information Assurance (MS)
4. Master of Music Technology (MMMT)
5. Master of Music Education (MMED)
6. Professional Communication (MA)
7. Public Administration (MPA)
8. Graduate & Online School (GOS) Certificates and related coursework:
 - Technology Innovation in the Classroom
 - Certificate in Online Education
 - Gifted and Talented Education
 - Special Education
 - Teacher Leadership
 - Teaching English to Speakers of Other Languages (TESOL)
 - Mobile Teaching, Learning, and Design
 - Alternate Route to Licensure (ARL)

The degree is designed primarily for three groups of graduate students: (1) those who wish to pursue a program of graduate study with a unifying theme that cannot be adequately contained within one discipline, (2) those whose professional goals or experience suggest a program of study that cuts across two or more disciplines, and, (3) former graduate students that left school without completing their graduate degree.

*Although the degree is configured as online, a campus-based student could take face-to-face courses in participating disciplines in order to complete many of the requirements.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

According to the institutional mission, SUU will offer students "rigorous experiential education, empowering them to be productive citizens, socially responsible leaders, high achievers and lifelong learners." In addition, according to the institutional vision statement, the university will "offer educational experiences typical of private universities with the affordability of public

higher education” and “provide outstanding programs of study in the arts and sciences, pre-professional, professional and graduate studies.” The institution is also committed to “contribute to state, regional, and community needs as a social, cultural and economic catalyst.”

The proposed degree aligns with the institutional mission and vision of the university, providing a graduate degree similar to both private and public universities at a substantially lower cost and, because of the online instructional design, much greater convenience for the working student. As designed, the curriculum provides opportunities for students to continue on the path of lifelong learning, and improve their employment outlook, further empowering them as productive citizens.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The revolution caused by the personal computer and the Internet has had a number of consequences, some expected and some that are perhaps less expected. Although universities have long been recognized as significant drivers of technological advancement, the resulting changes have also brought with them some significant and perhaps unexpected challenges. One of the most pressing of these challenges for institutions of higher learning, particularly in the realm of curricular development, is the rate at which the “half-life” of facts and knowledge has decreased. In his article “Decrease in Knowledge Shelf-Life Makes Performance Support Mandatory,” author and corporate training expert Ben Muzzell writes: “If you’ve ever had the displeasure of pouring yourself a glass of sour milk or biting into a piece of stale bread, then you already know the importance of understanding shelf-lives. What was once fresh and nutritious, quickly becomes unusable. The shelf-life of knowledge—the time between when knowledge is acquired to when it becomes obsolete—is shrinking rapidly. At the same time, the volume of knowledge required to do our jobs well is growing exponentially. This means we need to be constantly learning—discarding out-of-date knowledge, and replacing it with new knowledge in an almost seamless and continuous process.”

In addition to the changing shelf life of knowledge and skills, changes to industry models also render some traditional educational pathways ineffective or obsolete. For example, the manager of a newly founded, start-up software development company would obviously need to know a great deal about computer programming and software development. But as the company grows, this same manager would need to know far more about management, employee training, HR, marketing and numerous other areas of expertise that were most likely not received in his or her undergraduate program. The job title is the same, but the nature of the job has changed.

This not-at-all-unusual scenario creates a difficulty for higher education. Academic graduate degree programs tend to be calibrated for “deep and narrow” learning, and are often more interested in assessing learned skills than in actually putting those learned skills into practical application. While this style of curricular focus may be effective in helping graduates land the first job, if the job changes, as it inevitably will, that same graduate is most likely to be unprepared for the transition.

It is this need that the proposed MIS degree program at SUU is designed to meet. The flexibility of the curriculum allows graduate students in this program to tailor their studies to meet their current career or life needs. The university benefits from this flexibility because it will evaluate the curricular choices made by the students in the program to determine if new academic programs should be developed.

An added advantage of this program for both students and the institution will be an additional academic pathway to graduation. For students that have begun graduate school and, for whatever reason, find themselves unable to complete the program they originally entered, this program will provide an academic alternative that allows them to use the coursework they have already completed to finish a graduate degree.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

Labor market demand is one of the primary drivers for this degree proposal. In the book "There is Life After College," author Jeffrey J. Selingo interviewed a number of prospective employers to determine what their expectations were from college graduates. Selingo interviewed Jim Spohrer, the head of the IBM University Partnership, part of IBM's \$600 million annual expenditure on recruitment and training. According to Mr. Spohrer, in the past, IBM recruited "I-shaped" people - - or those with a very deep understanding of one subject matter. Today, IBM recruits what Spohrer calls "T-shaped" people. These are people that have a deep area of expertise, but also have the ability to work across a variety of complex subject areas with ease and confidence, and to do so as an effective member of a team.

The nature of work has changed and the skills required to do it have expanded. The proposed MIS degree program will create "T-shaped" people. Additionally, it will allow students to choose what they add to both the vertical and horizontal bars of their "T." This flexibility of curriculum is a strength of the program, as it gives students the opportunity to tailor their academic program to meet the needs of their employer or other life goals.

It should also be considered that the US labor market may encourage eclectic higher education degrees, given the high number of college graduates working in jobs that require a college degree, but not necessarily a specific degree. A recent Washington Post article states that only 27% of college graduates work in a field specific to their degree (Plumer, Washington Post, 2013). Career Builder confirmed this data with a comprehensive study in 2013. This study indicated that just under half of college graduates found their first job outside their degree field, and 31-32% of graduates never found a job within the field in which they graduated. Both sources acknowledge that the college education was worthwhile and recommended, although the Career Builder study found that 36% of graduates wished they had studied something else (CareerBuilder.com, 2013). In summation, this data may indicate that college graduates often need skills and knowledge beyond their selected program of study, when a singular major is selected. The MIS degree could mitigate such situations with its broad curricular offerings.

Because of the wide range of possible curricular combinations, specific data regarding MIS degree holders is not easy to come by. However, assumptions can be made based on the participating academic programs. Below are some possible curricular combinations and their employment outlook (this information was taken from the Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2015-16 edition).

Example 1 - Combining Business, Cyber Security, and Mobile Teaching, Learning and Design

Possible employment: Market Research Analyst, Information Technology,

- Employment outlook for each area:

- Market Research Analyst

- Projected job growth - 12% (higher than average growth)

- Median salary with master's degree - \$90,000

- Wage premium over bachelor's degree alone - 38%

- Information Security Analyst

- Projected job growth - 18% (much higher than average growth)

- Median salary with master's degree - \$100,000

- Wage premium over bachelor's degree alone - 18%

Example 2 - Combining Communication, Public Administration, and Online Teaching

Possible employment: Marketing and Sales Manager, Community Education;

- Employment outlook for each area:

- Social and Community Service Manager

- Projected job growth - 10% (higher than average growth)

- Median salary with master's degree - \$65,000

- Wage premium over bachelor's degree alone - 30%

- Marketing and Sales Manager

- Projected job growth - 5% (average growth)

- Median salary with master's degree - \$110,000

- Wage premium over bachelor's degree alone - 38%

Example 3 - Arts Administration, Music Technology, and Technology Innovation in the Classroom

Possible employment: Archivist, Museum Curator, Museum Technician

- Employment outlook for each area:

- Postsecondary Teacher
 - Projected job growth - 13% (higher than average growth)
 - Median salary with master's degree - \$50,000
 - Wage premium over bachelor's degree alone - 14%
- Archivist, Museum Curator, Museum Technician
 - Projected job growth - 12% (higher than average)
 - Median salary with master's degree - \$50,000
 - Wage premium over bachelor's degree alone - 21%

During interviews with the program directors from programs at other institutions, a focus of the discussion was on student success after graduation. In each case, a high percentage of graduates from those degree programs reported success in finding work in their chosen (or current) fields.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Interdisciplinary studies programs exist at the baccalaureate level at each university in the state of Utah. There are hundreds of such majors at SUU alone. The flexibility of curriculum and the ability to tailor learning to meet a student's career, academic and personal goals are the primary drivers of enrollment in these programs, and this would also be a likely driver for students enrolling in the proposed MIS degree. The pool of potential students for this program is significant, including the following groups:

1. Students desiring a graduate degree whose proposed area of study does not fit neatly into any one academic program;
2. Students in mid-career whose job requirements have changed in such a way that graduate studies with a flexible curriculum are the best solution;
3. Students who desire to change or advance their career in a way that is best accomplished by an interdisciplinary graduate degree;
4. Students who, for whatever reason have started a traditional graduate program, but whose personal and/or educational goals have changed to the point that an interdisciplinary degree program makes better sense;
5. Students graduating from Bachelor of Interdisciplinary Studies programs (both within Utah and without) who desire the same type of curricular flexibility in their graduate work that they had in their undergraduate experience.

The Graduate & Online School (GOS) at SUU surveyed a group of current and former SUU students to gauge the level of interest among likely MIS degree students. The polling group included students from the current junior and senior classes at SUU, along with former graduate students from the university that had not finished their degree programs, and were currently inactive as students. More than 270 responses were received to the survey. Among the questions and responses were the following:

- Question: Do you have academic study interests that you believe cut across academic disciplines?
- Response: 59% of those surveyed indicated that they did have such academic interests.
- Question: If SUU offered a 30-credit, online degree that allowed you to study in three different academic areas, would you be interested in finding out more about it?
- Response: 80% of those surveyed indicated that they would be interested in learning more about the degree.
- Question: Do you think that a potential employer would be interested in a graduate of a master's degree program with a flexible curriculum.

- Response: 81% of those surveyed indicated that they believed an employer would be interested in a graduate of such a program.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

No similar programs currently exist in the Utah System of Higher Education at the graduate level. However, there are a number of graduate degree programs at institutions both regionally and nationally. Institutions offering this degree (or a similar type) include: The University of Houston, The University of Idaho, The University of Montana, The University of Washington, West Texas A&M, and Arizona State University. These institutions vary in size, and the type of degrees offered vary in size and scope, but all are degrees that offer students a flexible curriculum from which to build their graduate program. The section below is a case study of three institutions that currently offer similar degrees.

Institution: University of South Dakota (USD)

Location: Vermillion, SD

Total Enrollment: 7541 students

Cost of Degree (approximate - tuition/fees only): \$12,000

Degree Type: Master of Arts in Interdisciplinary Studies (MAIS)

Degree Enrollment: 150 students (30-40 students online)

Credits Required for Graduation: 30

The University of South Dakota offers an MAIS degree in interdisciplinary studies (in person and online) that allows students to integrate curricular offerings from 2-3 academic areas. The degree is relatively new, having been established in 2010. All graduate programs at the university participate in the program, and students can take any offered courses. All students are required to take a course in "Online Leadership" (under the MAIS prefix). Applicants to the program are required to provide official transcripts, a résumé, and a written statement outlining their proposed course of study and providing a rationale for what they have chosen. Outcomes assessment is handled with a thesis and/or portfolio review by the participating academic programs and the graduate college. The university reports that approximately $\frac{1}{3}$ of the students enrolled in the program are of traditional college-age, and $\frac{2}{3}$ are working professionals looking to change or enhance their employment. More information about the program is found here: <http://www.usd.edu/usd-online/online-programs/master-of-arts-in-interdisciplinary-studies>

Institution: George Mason University (GMU)

Location: Fairfax, VA

Total Enrollment: 22,300 students

Cost of Degree (approximate - tuition/fees only): \$22,000

Degree Type: Master of Arts in Interdisciplinary Studies (MAIS)

Degree Enrollment: 160 students (all online)

Credits Required for Graduation: 36

George Mason University has offered a graduate degree in interdisciplinary studies for over 35 years. As the university has experienced rapid growth in the past 10 years, so has the MAIS program grown significantly during that period. The degree program offers 11 pre-approved study tracks, including Computational Social Science, Energy and Sustainability, Folklore Studies, Higher Education, Neuroethics, Religion, Culture, and Values, Social Entrepreneurship, Social Justice, and Individual Concentration, which allows students to customize their course of study by petitioning the graduate school. Outcomes assessment is handled via a capstone project review by the participating academic programs and the graduate college. The university reports that the typical graduate of the program is approximately 35 years old, and a mid-career professional looking for an additional credential to change fields or to improve their prospects in their current field. Additional information on this program can be found here:

<http://mais.gmu.edu/programs/la-mais-isin/requirements/>

Institution: Western New Mexico University (WNMU)

Location: Silver City, NM

Total Enrollment: 3500 students
Cost of Degree (approximate - tuition/fees only): \$12,000
Degree Type: Master of Arts in Interdisciplinary Studies (MAIS)
Degree Enrollment: 280-300 students (all online)
Credits Required for Graduation: 36

The largest of the programs studied is at Western New Mexico University, which is the smallest institution in terms of overall enrollment. WNMU has offered an MAIS degree program for 10 years, where it was a popular offering from the start, and now accounts for about 8% of all students enrolled at the university. The degree program curriculum was initially "cafeteria" style, allowing students to choose any group of coursework from the participating academic programs, but in recent years has moved to a pre-approved, two-field or three-field model, with students taking 9-18 credit hours in each. Outcomes assessment is done using a three-tier system, with assessment at the beginning and end of studies, and one at the midpoint. In each case, students provide evidence of intent and curricular success via a written report to each of the academic departments involved. In addition, students are assessed at the end of their studies by an exit exam or portfolio review by each academic program. The university reports that the typical student is a mid-career adult looking to add an additional credential to improve employment status.

In summary, although the three institutions varied somewhat in their offerings, they reported some important similarities, including:

1. The typical student in the program was generally older than a typical graduate students, and primarily interested in increasing their employability;
2. Ease of access to online courses was a major reason that students chose to enroll in these programs over traditional, face-to-face programs;
3. Flexibility of curricular choices was also a major selling point for students, either for academic or career reasons;
4. Assessment at the course and program level is essential in maintaining academic rigor and integrity;
5. None of the degrees studied listed any area of emphasis on the diplomas, and students in each institution learned to explain and justify their course of study as part of the assessment process, which helped them later in employment-related interviews.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in highereducationutah.org/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

It is the intent of SUU to work closely with all USHE institutions, to provide smooth articulation for students wishing to enter the master's degree program. Although the degree will be delivered online, and so will be offered outside the SUU geographical service area, the impact of this degree will be positive on other USHE institutions, as it will provide graduates from existing USHE BIS degree programs an additional and unique option for graduate study not available elsewhere in the state.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

The external consultants used in developing this degree proposal were:

1. Dr. Meredith Lair - Director of the Interdisciplinary Studies Graduate Program, George Mason University
2. Dr. Jennifer Coleman - Director of the Interdisciplinary Studies Graduate Program, Western New Mexico University
3. Brittany Wagner - Graduate Enrollment Coordinator, University of South Dakota

No external accrediting body exists for graduate interdisciplinary studies programs, aside from the accreditation received by the institution from NWCCU. However, a number of the participating academic programs have received accreditation for current curricular offerings, and as such, offer external review of the courses that make up the curriculum. Examples of the

accreditations currently held by SUU online graduate curriculum includes: The Association to Advance Collegiate Schools of Business (AACSB), The Network of Schools of Public Policy, Affairs and Administration (NASPAA), The Council for the Accreditation of Educator Preparation (CAEP), and The National Association of Schools of Music (NASM). In addition, SUU subscribes to two services specific to online learning: Quality Matters (QM), a peer-review program for online curriculum, and ProctorU, a service providing security for online examinations.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

The credit hour requirements for the Master of Interdisciplinary Studies degree (30 credit hours) fall within the state guidelines for master's degrees, and meet the master's degree credit guidelines of the Northwest Commission on Colleges and Universities (NWCCU).

All students in the program will enroll in 9 credit hours from three different academic areas (one of which is in Graduate & Online School (GOS), providing the 27-credits that form the core of the program. All students will also enroll in GOSC 6900 MIS Capstone Project, a 3-credit course that brings the total number of credits to 30. The Capstone course provides students the opportunity to show that they have not only achieved mastery of the course competencies in the 3 academic areas, but that they have been able to synthesize these competencies into a meaningful whole, as depicted in the final project.

Admission Requirements

List admission requirements specific to the proposed program.

When applying for the program, a prospective student must:

1. Be successfully admitted to the Graduate School at SUU;
2. Provide transcripts showing a baccalaureate degree from a regionally-accredited university;
3. Submit a résumé and a written Statement of Purpose;
4. Be approved for admission by the College of Graduate and Continuing Studies.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

In terms of tuition revenue, it is expected that the attractiveness of the degree will add enrollments into multiple programs, therefore creating a positive tuition revenue impact.

The degree as proposed will have very little expense impact, either fiscally or administratively on the university. The vast majority of the curriculum is already in place inside of existing degree programs, so there will be little impact upon the existing faculty and administrative structures of the participating departments. With the exception of one new capstone course, no new sections of coursework will be added. The Graduate & Online School (GOS) will oversee the registration, advisement, and administration of the students in the program and faculty from the GOS will teach the capstone course. The GOS is prepared with the necessary staff and infrastructure to do so.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

The only new course proposed as part of this degree (GOSC 6900 MIS Capstone Project) will be taught by one of the full-time or adjunct faculty currently with the GOSC. This is the only new faculty assignment proposed for this new degree.

In addition to the GOS faculty involved in the program, faculty from the participating academic degree programs will also be involved (albeit, in teaching courses that they are already teaching as part of existing graduate programs). For information on this faculty, please see the following:

- [Department of Arts Administration](#) - MA Degree (Arts Administration)
- [School of Business](#) - MBA Degree
- [Department of Communication](#) - MA Degree (Professional Communication)
- [Department of Computer Science and Information Systems](#) - MS Degree (Cyber Security)
- [Department of Music](#) - MMT and MMED Degree
- [Department of Political Science and Criminal Justice](#) - MPA Degree

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

Because a number of degrees are already offered, SUU has significant resources among the staff for assistance with and support of online education. Included among the staff members are those that support online learning, instructional technology services, and online course development. For this reason, current staff and administration are sufficient for offering the degree, and no new staff will be hired.

Student Advisement

Describe how students in the proposed program will be advised.

Students in the Master of Interdisciplinary Studies degree will receive primary advisement from the Graduate & Online School (GOS), and additional advisement from the advisors in the participating programs. Advisement will include admission, registration, curriculum choice, and capstone project development.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Because the course content and academic programs are currently offered, the necessary support for students of this degree is already in place.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The program goals for the Master of Interdisciplinary Studies (MIS) program at SUU are:

Program Goal #1

In alignment with SUU as a liberal arts university, the MIS degree program at SUU gives students the opportunity to synthesize knowledge from several academic programs in order to gain a more dynamic understanding of their chosen fields of study.

Program Goal #2

The MIS degree at SUU gives students the opportunity to address the rapidly evolving demand by employers for knowledge and skills that transcend traditional disciplinary boundaries.

Program assessment will be handled as follows:

1. Student progress toward program completion will be reviewed by the Graduate and Online School each semester to monitor retention and achievement of cumulative graduation goals (5 graduates in year 1, 10 graduates in year 2, and 15 graduates in years 3-5).
2. Course evaluations and an annual student satisfaction survey will be utilized to assess the effectiveness and usefulness of the SUU program and its effect on student preparedness for a wide variety of working environments. The results will be used to guide instruction and program delivery and development.
3. Enrollment numbers will be reviewed each semester to monitor achievement of enrollment goals (15 students in year 1, 25 students in year 2, 30 students in year 3, 35 students in year 4, and 40 students in year 5).

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Student standards of performance will be measured at the course and program levels. Given the open and flexible nature of the described curriculum, specific course standards are listed below in a generic fashion.

Student Performance Standards - Course Level

Students will meet the course-level outcomes for each of the courses in which they enroll. Student mastery of course outcomes will be assessed using a variety of means, including: online examinations and quizzes, written assignments, moderated discussions, directed reading assignments, practical applications, internships, etc.

Student Performance Standards - Program Level

Students will meet the program-level outcomes by engaging in the Capstone Project and interacting with their Graduate Committee. Students may invite one member from each academic discipline pursued by the student. Committee is chaired by a member of the GOS faculty. This Capstone Project course is designed to prepare students to meet both of the program goals (listed above), and to provide evidence of achievement to the Graduate Committee.

Specifically, the Capstone Project helps students meet the program outcomes by showing they have adequately synthesized the knowledge gained in their coursework into a cohesive and usable skill set. In the Capstone Project, students will be involved in a variety of activities to show the synthesis of new knowledge, and in addition will provide written documentation showing how they intend to use the new skill set as they leave the university.

Using the three curricular combinations listed in the section entitled "Labor Market Demand" as an example, here are some possible Capstone Project activities that would meet program-level requirements. In each case, students would engage in the academic or creative activity and provide written documentation of their process.

Example 1 - Combining Business, Cyber Security, and Mobile Teaching, Learning and Design

Sample Capstone Project activities:

- Creation of online cyber security training for business;
- Creation of software that allows businesses to identify threats to their cyber security posed by company mobile devices;

Example 2 - Combining Communication, Public Administration, and Online Teaching

Sample Capstone Project activities:

- Updating and modernizing web portals for public entities, such as a city, county or social services;
- Creation of online training materials for public health, participation and safety issues, such as driver safety, voter registration, or childhood exercise;

Example 3 - Arts Administration, Music Technology, and Technology Innovation in the Classroom

Possible Capstone Project activities:

- Creation of museum or classroom displays that teach K-6 students elements of music theory using a variety of real and digital instruments;
- Creation of software that helps arts organizations track audience response to shows.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

| Course Number | NEW Course | Course Title | Credit Hours |
|---|------------|----------------------------|--------------|
| General Education Courses (list specific courses if recommended for this program on Degree Map) | | | |
| General Education Credit Hour Sub-Total | | | |
| Required Courses | | | |
| GOSC 6900 | × | MIS Capstone Project | 3 |
| GOSC XXXX | | Emphasis 1 - SGCS Course 1 | 3 |
| GOSC XXXX | | Emphasis 1 - SGCS Course 2 | 3 |
| GOSC XXXX | | Emphasis 1 - SGCS Course 3 | 3 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Required Course Credit Hour Sub-Total | | | 12 |
| Elective Courses | | | |
| EMP1 XXXX | | Emphasis 2 - Course 1 | 3 |
| EMP1 XXXX | | Emphasis 2 - Course 2 | 3 |
| EMP1 XXXX | | Emphasis 2 - Course 3 | 3 |
| EMP2 XXXX | | Emphasis 3 - Course 1 | 3 |
| EMP2 XXXX | | Emphasis 3 - Course 2 | 3 |
| EMP2 XXXX | | Emphasis 3 - Course 3 | 3 |
| | | | |
| | | | |
| | | | |
| | | | |
| Elective Credit Hour Sub-Total | | | 18 |
| Core Curriculum Credit Hour Sub-Total | | | 30 |

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The program as proposed is an online, Master of Interdisciplinary Studies degree. Students in the degree program will

complete 30 semester hours of credit, which can be accomplished in one calendar year if desired. Yet, many students may likely complete in four semesters.

The curriculum is designed so that students choose three areas of emphasis from among the master's degrees currently offered at SUU, at least one of which must be taken from a GOS program. Students take 9 credit hours in each of the academic areas and a Capstone Project course to complete their studies. The rationale for this design is that the GOS is the sponsoring college for the degree, will be responsible for student admission and the administration of the degree, and (in conjunction with the other participating academic programs) will be responsible for student advisement. For this reason, the Capstone Project course resides in the GOS area.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

| | # Tenured | # Tenure -Track | # Non -Tenure Track | |
|---------------------------------------|-----------|-----------------|---------------------|--|
| Faculty: Full Time with Doctorate | | | 4 | |
| Faculty: Part Time with Doctorate | | | 4 | |
| Faculty: Full Time with Masters | | | | |
| Faculty: Part Time with Masters | | | 1 | |
| Faculty: Full Time with Baccalaureate | | | | |
| Faculty: Part Time with Baccalaureate | | | | |
| Teaching / Graduate Assistants | //// | //// | 8 | |
| Staff: Full Time | | | 10 | |
| Staff: Part Time | | | 7 | |

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

| | First Name | Last Name | Tenure (T) / Tenure Track (TT) / Other | Degree | Institution where Credential was Earned | Est. % of time faculty member will dedicate to proposed program. | If "Other," describe |
|-------------------|------------|---------------|--|--------|---|--|-------------------------|
| Full Time Faculty | | | | | | | |
| | Mark | Atkinson | Other | Ed.D. | University of Wyoming | 15 | Dean |
| | Steven | Meredith | Other | D.M.A. | Arizona State University | 15 | Associate Director |
| | Cynthia | Kimball-Davis | Other | Ph.D. | University of Nevada/Las Vegas | 10 | Director |
| | Karl | Stevens | Other | Ph.D. | Utah State University | 10 | Director |
| Part Time Faculty | | | | | | | |
| | Jenna | Behm | Other | Ed.D. | Grand Canyon University | 10 | Adjunct |
| | David | Desarmier | Other | Ph.D. | University of Wyoming | 10 | Adjunct |
| | Roger | Gonzales | Other | Ph.D. | University of Nevada/Las Vegas | 10 | Adjunct |
| | Michael | Killen | Other | Ph.D. | Utah State University | 10 | Adjunct |
| | Kevin | Robinson | Other | Ed.D. | Texas A&M | 10 | Adjunct |

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

| | # Tenured | # Tenure -Track | # Non -Tenure Track | Academic or Industry Credentials Needed | Est. % of time to be dedicated to proposed program. |
|---------------------------------------|-----------|-----------------|---------------------|---|---|
| Faculty: Full Time with Doctorate | N/A | N/A | N/A | | |
| Faculty: Part Time with Doctorate | N/A | N/A | N/A | | |
| Faculty: Full Time with Masters | N/A | N/A | N/A | | |
| Faculty: Part Time with Masters | N/A | N/A | N/A | | |
| Faculty: Full Time with Baccalaureate | N/A | N/A | N/A | | |
| Faculty: Part Time with Baccalaureate | N/A | N/A | N/A | | |
| Teaching / Graduate Assistants | //// | //// | N/A | | |
| Staff: Full Time | N/A | N/A | N/A | | |

| | # Tenured | # Tenure -Track | # Non -Tenure Track | Academic or Industry Credentials Needed | Est. % of time to be dedicated to proposed program. |
|------------------|-----------|-----------------|---------------------|---|---|
| Staff: Part Time | N/A | N/A | N/A | | |

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

| Three Year Projection: Program Participation and Department Budget | | | | | | |
|--|---|--|--|--|--------|--------|
| | Year Preceding Implementation | New Program | | | | |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Student Data | | | | | | |
| # of Majors in Department | 110 | | | | | |
| # of Majors in Proposed Program(s) | //// | 15 | 25 | 30 | 35 | 40 |
| # of Graduates from Department | 36 | | | | | |
| # Graduates in New Program(s) | //// | 5 | 10 | 10 | 15 | 15 |
| Department Financial Data | | | | | | |
| | Department Budget | | | | | |
| | | Year 1 | Year 2 | Year 3 | | |
| | Year Preceding Implementation (Base Budget) | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | | |
| <i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i> | | | | | | |
| EXPENSES – nature of additional costs required for proposed program(s) | | | | | | |
| <i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i> | | | | | | |
| Personnel (Faculty & Staff Salary & Benefits) | \$0 | \$3,000 | \$3,000 | \$3,000 | | |
| Operating Expenses (equipment, travel, resources) | \$0 | \$0 | \$0 | \$0 | | |
| Other: | \$0 | \$0 | \$0 | \$0 | | |
| TOTAL PROGRAM EXPENSES | //// | \$3,000 | \$3,000 | \$3,000 | | |
| TOTAL EXPENSES | \$0 | \$3,000 | \$3,000 | \$3,000 | | |
| FUNDING – source of funding to cover additional costs generated by proposed program(s) | | | | | | |
| <i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i> | | | | | | |
| Internal Reallocation | \$0 | \$0 | \$0 | \$0 | | |
| Appropriation | \$0 | \$0 | \$0 | \$0 | | |
| Special Legislative Appropriation | \$0 | \$0 | \$0 | \$0 | | |
| Grants and Contracts | \$0 | \$0 | \$0 | \$0 | | |
| Special Fees | | \$0 | \$0 | \$0 | | |
| Tuition | \$0 | \$3,000 | \$3,000 | \$3,000 | | |
| Differential Tuition (requires Regents approval) | \$0 | \$0 | \$0 | \$0 | | |
| PROPOSED PROGRAM FUNDING | //// | \$3,000 | \$3,000 | \$3,000 | | |
| TOTAL DEPARTMENT FUNDING | \$0 | \$3,000 | \$3,000 | \$3,000 | | |
| Difference | | | | | | |
| Funding - Expense | \$0 | \$0 | \$0 | \$0 | | |

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

With the exception of a single new course, no new curriculum is part of this proposal. The expenses associated with the new course (GOSC 6900 MIS Capstone Project) will be covered entirely by tuition. No additional course sections will be added to the currently offered course work in the participating academic programs, and no additional expense is incurred.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

No internal reallocations are applicable, as the program is self-funding from tuition.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Funding for the program will be supplied by tuition only. No new or additional funds will be requested.

March 15, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Master of Athletic Training

Issue

Southern Utah University (SUU) requests approval to offer a Master of Athletic Training effective in summer 2018. The institutional Board of Trustees approved the degree on December 1, 2016.

Background

The proposed Master of Athletic Training is a 51-credit-hour professional degree that would educate and prepare students to enter the athletic training profession. SUU currently offers an undergraduate athletic training program (ATP), but ATPs will be required to transition to the graduate level over the next several years in response to new national accreditation and certification requirements. SUU's undergraduate ATP is accredited by the Committee on Accreditation for Athletic Training Education (CAATE), so the institution is well positioned to move to the proposed Master of Athletic Training. Labor market information in the proposal shows healthy job growth for athletic trainers through 2024, and mean salaries for Utah are slightly higher than the national average. SUU currently enrolls approximately 25 incoming students per year in its undergraduate ATP, and demand for the proposed degree is projected to remain strong.

The proposed Master of Athletic Training would require hiring an additional tenure-track, terminally-prepared faculty member to teach courses in the athletic training and exercise science programs and provide student thesis advisement; a part-time administrative assistant would also be needed. Otherwise, existing faculty and staff are sufficient and qualified to implement the program. The proposed degree has been designed to meet ATP standards and competencies developed by the CAATE in conjunction with the Board of Certification for the Athletic Trainer, the National Athletic Trainers' Association, and certified athletic trainers from across the country. Graduates of the proposed program would be eligible to take the Board of Certification examination, which requires demonstration of proficiency in nine competency areas defined by the CAATE.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Southern Utah University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions reviewed and are supportive of Southern Utah University's request to offer a Master of Athletic Training. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Southern Utah University to offer a Master of Athletic Training.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Southern Utah University requests approval to offer the following Master's degree(s): Master of Athletic Training effective Summer 2018. This program was approved by the institutional Board of Trustees on December 1, 2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The proposed new Master of Athletic Training (MAT) program at Southern Utah University is designed to educate, mentor, and prepare students through didactic instruction, research investigation, and hands-on application of evidence-based practice to enter the profession of athletic training.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

The Master of Athletic Training is consistent with the USHE institutional classification for Southern Utah University as a Master's granting University. Students who graduate with their MAT degree will have completed rigorous didactic education and critical hands-on experiential learning in a growing health care discipline that is rooted in public service and improving quality of life.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

Over the last 15 years, SUU has filled a need for students desiring to enter the healthcare professions by becoming athletic trainers through the Bachelor's degree-granting Athletic Training Program (ATP). This has been a need especially for students living south of the Wasatch Front and in the rural Utah communities. In June 2015, the Athletic Training Strategic Alliance (National Athletic Trainer's Association, Board of Certification, and the Commission on Accreditation of Athletic Training Education, and NATA Research and Education Foundation) released a statement mandating the entry-level degree for Athletic Trainers will transition to a Master's program only within the next 7-10 years. This means all undergraduate Athletic Training Programs will be eliminated. As of July 2016, there are fewer than 65 Master's degree-granting ATP's in the United States, only six of which are located in the Intermountain West. The SUU ATP is accredited by the Committee on Accreditation for Athletic Training Education (CAATE). This gives SUU a natural foundation on which a transition from a Bachelor's degree-granting program to a Master's degree-granting program can be built in a cost effective and efficient manner.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/ui/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

Southern Utah University currently supports an undergraduate degree program for Athletic Training. In June 2015, the Athletic Training Strategic Alliance (National Athletic Trainer's Association, Board of Certification, and the Commission of Accreditation of Athletic Training Education, and NATA Research and Education Foundation) released a statement mandating the entry level degree for Athletic Trainers will transition to a Master's program only within the next 7-10 years. This means all undergraduate Athletic Training Programs will be eliminated. As of May 2016, the State of Utah has 496 licensed Athletic Trainers.(1) According to the Bureau of Labor Statistics, the mean salary range for athletic trainers in Utah is \$47,930 to \$63,020.(2) The

national mean salary is \$46,970, which indicates the state of Utah is slightly above current salary trends.(2) According to the 2015 US Department of Labor statistics,(3) the new job outlook for Athletic Trainers in 2024 is projected to increase 19% or approximately 5,400 new jobs. This estimate is listed "faster than average" for market demand. This indicates more demand for athletic trainers based on increased societal awareness of injury, especially in young athletes. The primary employment settings for Athletic Trainers currently are colleges universities, secondary schools and youth leagues.

1. http://www.dopl.utah.gov/Stats/2016_5.pdf
2. <http://www.bls.gov/oes/current/oes299091.htm>
3. <http://www.bls.gov/ooh/healthcare/athletic-trainers.htm>

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

The SUU enrollment statistics show an average of 25 incoming students each year consider Athletic Training as their first choice for a degree program. SUU has offered Athletic Training as an undergraduate degree program for over 10 years. During this time, the program has shown a strong history of success in preparing students for careers as Certified Athletic Trainers. Based on the market demand, there will be an increased need for Athletic Trainers in the workforce through 2022. Unfortunately, if SUU does not transition to a Master's program for Athletic Training, the University will lose the ability to offer Athletic Training as a degree program. Students who are drawn to SUU based on the history of the AT program will be forced to attend other Universities, which in turn will affect institutional enrollment. Under the new model, SUU potentially has the ability to pair with the undergraduate program in Exercise Science and use that degree as a feeder program for the MAT program. This would give SUU the ability to retain students for both undergraduate and graduate degrees, while becoming a destination university for students previously enrolled at other nearby in-state or out-of-state institutions. This, in turn, could positively affect university enrollment.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Weber State University - Master of Science in Athletic Training
Idaho State University - Master of Science in Athletic Training

The program at SUU would be different in that it would be a Master of Athletic Training Program to specifically serve students in the Southern portion of the State, whereas Weber State typically draws from the population in Northern Utah. SUU is also considering a study abroad option for MAT students during their final summer of graduate work at SUU. There is a potential for collaboration with Intermountain Healthcare to offer Athletic Training rotations in the St. George area at both local high schools and Dixie State University. The Master of Athletic Training would offer classes two days a week rather than five, so that students are able to attend clinical experiences outside of Cedar City.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in highereducation.utah.gov/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

N/A

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

It is required that any athletic training program designed to prepare athletic training students to sit for the Board of Certification (BOC) exam be reviewed and receive accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). The CAATE is an accrediting agency that is recognized and accredited by The Council of Higher Education Accreditation (CHEA). The CAATE dictates guidelines and standards that influence curriculum and quality control of athletic training programs. The CAATE would conduct a review of the proposed Master of Athletic Training prior to receiving initial accreditation, and subsequently every 3-10 years for accreditation renewal. In March 2016, the Southern Utah University Athletic Training Program received reaccreditation from the CAATE through the year 2022. Anticipated cost of receiving initial accreditation of the MAT is approximately \$1,500, with yearly accreditation fees of \$4,500.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Students pursuing the MAT degree will be required to complete 51 credit hours for degree completion. This is higher than the 36 credit hours as indicated in policy R401-3.12.8.1. The reason for the increased requirement is due to the requirements set forth by the accrediting agency (CAATE) and the Board of Certification (Athletic Training Certifying entity) in regards to the amount of content that is required for preparation for the certifying exam.

Admission Requirements

List admission requirements specific to the proposed program.

A. Admission to the program will be based on the following application criteria:

Completed Bachelor's Degree

Grade of C or better in all prerequisite courses* (course work must be within 10 years of application)

GRE (152 Verbal, 152 Quantitative, 4.0 Analytical Writing)

**Students that have a 3.25 or higher GPA for the last 60 semester hours of undergraduate work are exempt from taking graduate exams. Transfer graduate students with a GPA greater than or equal to 3.00 for the last 9 semester hours are also exempt from taking graduate entrance exams.

Minimum 3.0 undergraduate GPA***

Submission of Graduate Athletic Training Program Application

Letter of Application to the Graduate Athletic Training Program

Two letters of Recommendation - one from a college-level instructor and one from a currently practicing certified athletic trainer

Program interview - on campus or phone interview

Official transcripts from all colleges/universities attended

Physical Exam and Proof of Program Mandated Immunizations (May be completed within 30 days of acceptance)

Completion of 5 panel Drug Test

Completion of Background Check

Current CPR for the Professional Rescuer or Healthcare Provider certification

Completed Technical Standards for Admission Form

B. Application deadline is January 31st for full consideration for the following summer entrance. Students are encouraged to apply for early admission as the program may reach capacity prior to general admission. Applications for the program may be obtained from the MAT website, by contacting the SUU PE Department, or by contacting the Athletic Training Program Director.

* See table for required prerequisite courses

** GPA between 2.75-2.99 will be considered if the student shows above average GRE scores

*** Students who are deficient in one or more prerequisite courses may be admitted on a conditional basis if the courses can be added to the schedule while still meeting the prerequisites prior to each graduate course.

Additional Admission Requirements for International Students:

All international students and any applicant educated outside the U.S. must demonstrate proficiency in English. Those whose native language is not English, or whose language of instruction for their undergraduate degree was not English, will be required to submit a score from the Test of English as a Foreign Language (TOEFL) which is not more than two years old and on which a minimum score of 550 (paper-based) or 213 (computer-based) has been earned.

Note: After formal admission to the Athletic Training Master's degree program, students are required to complete a background check and 5 panel urine drug test. The SUU Athletic Training Program enters into Affiliation Agreements with multiple healthcare facilities and schools throughout the state. These agreements provide SUU Athletic Training student and faculty authorized access to facility resources and patients. In response to stipulations contained within one or more of these Agreements, the SUU Athletic Training Program requires students admitted to the Athletic Training program to complete a criminal background check as well as a 5 panel urine drug test.. This screening process has been mandated by the SUU Athletic Training Program in an effort to more effectively protect the safety and well-being of the patients, clients, and residents of those facilities, and is fully supported by the Department of Physical Education and the Athletic Training faculty.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

SUU currently offers an undergraduate degree in Athletic Training and is well positioned to transition into a master's program from the bachelor's program without a great deal of need for new resources. The current ATP is housed in the Department of Physical Education and within the College of Education and Human Performance. It is not anticipated that this will need to change. Further, the current ATP administrative positions of Program Director and Clinical Coordinator will continue in like positions for the MAT. The MAT program will have some effect on undergraduate education in two ways. First, the transition will eliminate the Athletic Training Major as an option for undergraduate students. Second, some of the undergraduate classes that were taught as part of the Athletic Training Major will no longer be taught. However, with the already-allocated funds for an additional faculty line, in which the faculty member will be split between the MAT and the PE department, some of the classes will continue to be taught as electives for students majoring in exercise science.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

The creation of the MAT will create the need for an additional faculty member who will assist with the teaching of MAT courses, MAT student thesis advisement, and teaching needed courses in the PE majors. Resources for the additional faculty will be reallocated from already-existing means within the College of Education and Human Performance.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

The MAT program will utilize the existing Program Director, Clinical Coordinator, and Administrative Assistant within the ATP

and Department of Education. It is anticipated that in addition to those already listed, a part-time administrative assistant will be needed to assist with various office and administrative responsibilities that will be in addition to those that already exist for the current faculty and staff.

Student Advisement

Describe how students in the proposed program will be advised.

MAT students and prospective students will be advised through the course of the MAT by the Program Director, Clinical Coordinator and the Administrative Assistant.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The SUU Library currently offers both journals and textbooks in paper copies, as well as electronic resources adequate for graduate study. The library will add to their digital collection at the discretion of the faculty.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The SUU Athletic Master of Athletic Training Program (MAT) will use several assessment tools to evaluate the quality of individual courses and instructors, the quality of the clinical experiences and clinical affiliations, the satisfaction of the students in the program, the performance of each student following each clinical rotation, and the satisfaction with the education provided by our graduates and employers of graduates. The CAATE requires each program to track the students' pass rate on the Board of Certification (BOC) examination, their job/graduate school placement rate, and the graduation rate.

Each semester, the students will be engaged with a faculty member where they will review and demonstrate competence with a set number of knowledge, skills, and abilities that were learned didactically the previous semester. Additionally, the students will review and demonstrate proficiency with at least two of the competencies outlined by the CAATE per week with the preceptor overseeing their clinical education experience.

The following forms will be completed by each student following each clinical rotation:

1. Preceptor Evaluation
2. Athletic Training Clinical Facility Evaluation
3. Athletic Training Student Self-Evaluation

The following form will be completed by each student's Preceptor following each clinical rotation:

1. Final Clinical Rotation Evaluation (Preceptor evaluation of the student)

The following form will be completed by every student during the spring semester:

1. Athletic Training Student Evaluation of the Athletic Training Program

Approximately 8-10 months following graduation, we will send each graduate the following forms for completion:

1. Athletic Training Alumni Survey
2. Employer Survey of Southern Utah University Athletic Training Graduates

Additional Outcomes Data:

1. SUU will track graduate placement data, indicating where graduates were placed in jobs or graduate school.
2. Each year, SUU will receive a report from the BOC indicating the students' pass rate on the certification examination.
3. SUU will also track the graduation/attrition rate.

Once a year, SUU will run the statistics on each of these assessment tools to identify trends. The AT faculty meet to review the statistics and trends to see where improvements can be made to the program. With these trends in mind, SUU will develop ways to address areas of concern. SUU will also look to see if previous changes have had the intended impact.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Athletic Training Program standards and competencies have been developed by the Commission for Accreditation of Athletic Training Education (CAATE) in conjunction with the Board of Certification, National Athletic Trainer's Association, as well as input from certified athletic trainers across the country. Every Athletic Training Program is required to adhere to The Athletic Training Clinical Competencies* in order to maintain accreditation. Additionally, the CAATE also mandates Standards for the Accreditation of Professional Athletic Training Programs**, which must also be followed in order for a University to maintain accreditation. In order to qualify to sit for the Board of Certification exam, each student must demonstrate proficiency in each of the competencies set forth by the CAATE.

*

Evidence-Based Practice (EBP)

Evidence-based practitioners incorporate the best available evidence, their clinical skills, and the needs of the patient to maximize patient outcomes. An understanding of evidence-based practice concepts and their application is essential to sound clinical decision-making and the critical examination of athletic training practice. Practicing in an evidence-based manner should not be confused with conducting research. While conducting research is important to the profession of athletic training, developing the ability to conduct a research project is not an expectation of professional education. This section focuses on the knowledge and skills necessary for entry-level athletic trainers to use a systematic approach to ask and answer clinically relevant questions that affect patient care by using review and application of existing research evidence. One strategy, among others, is to use a five-step approach: (1) creating a clinically relevant question; (2) searching for the best evidence; (3) critically analyzing the evidence; (4) integrating the appraisal with personal clinical expertise and patients' preferences; and (5) evaluating the performance or outcomes of the actions. Each competency listed below is related to such a systematic approach and provides the building blocks for employing evidence-based practice. Other specific evidence-based practice competencies have also been included in appropriate content areas.

Prevention and Health Promotion (PHP)

Athletic trainers develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize their clients'/patients' overall health and quality of life. These strategies and programs also incorporate the importance of nutrition and physical activity in maintaining a healthy lifestyle and in preventing chronic disease (e.g., diabetes, obesity, cardiovascular disease). Knowledge and Skills with PHP include: General prevention principles, prevention strategies and procedures, protective equipment and prophylactic procedures, fitness/wellness, general nutrition concepts, weight management and body composition, disordered eating and eating disorders, performance and recreational supplemental drugs.

Clinical Examination and Diagnosis (CE)

Athletic trainers must possess strong clinical examination skills in order to accurately diagnosis and effectively treat their patients. The clinical examination is an on-going process, repeated to some extent each time the patient is treated. The development of these skills requires a thorough understanding of anatomy, physiology, and biomechanics. Athletic trainers must also apply clinical-reasoning skills throughout the physical examination process in order to assimilate data, select the appropriate assessment tests, and formulate a differential diagnosis. The clinical examination process is comprehensive and may include a review of the systems and regions identified below based on the patient's relevant history and examination findings. Consideration must also be given to the patient's behavioral and cognitive status and history; competencies addressing this content area are included elsewhere. The following systems and regions are considered as a part of CE:

Musculoskeletal, integumentary, neurological, cardiovascular, endocrine, pulmonary, gastrointestinal, hepatobiliary, immune, renal and urogenital, the face including maxillofacial region and mouth, eye, ear, nose, and throat.

Acute Care of Injuries and Illnesses (AC)

Athletic trainers are often present when injuries or other acute conditions occur or are the first healthcare professionals to evaluate a patient. For this reason, athletic trainers must be knowledgeable and skilled in the evaluation and immediate management of acute injuries and illnesses. Knowledge and Skills include areas of planning, examination, immediate emergent management, immediate musculoskeletal management, transportation, and education.

Therapeutic Interventions (TI)

Athletic trainers assess the patient's status using clinician- and patient-oriented outcome measures. Based on this assessment and with consideration of the stage of healing and goals, a therapeutic intervention is designed to maximize the patient's participation and health-related quality of life. A broad range of interventions, methods, techniques, equipment, activities using body movement, and medications are incorporated into this domain. These interventions are designed to enhance function by identifying, remediating, and preventing impairments and activity restrictions (functional limitations) to maximize participation. Rehabilitation is conducted in a wide variety of settings (e.g., aquatic, clinic) with basic and contemporary equipment/modalities and on a wide range of patients with respect to age, overall health, and desired level of activity. Therapeutic interventions also include the use of prescription and nonprescription medications. For this reason, the athletic trainer needs to be knowledgeable about common prescription and nonprescription drug indications, adverse reactions, and interactions. Knowledge and Skill areas for TI include: Physical rehabilitation and therapeutic modalities, and therapeutic medications.

Psychosocial Strategies and Referral (PS)

Athletic trainers must be able to recognize clients/patients exhibiting abnormal social, emotional, and mental behaviors. Coupled with recognition is the ability to intervene and refer these individuals as necessary. Additionally, athletic trainers appreciate the role of mental health in injury and recovery and use interventions to optimize the connection between mental health and restoration of participation. Areas of knowledge and skill include: Theoretical background, psychosocial strategies, and mental health and referral.

Healthcare Administration (HA)

Athletic trainers function within the context of a complex healthcare system. Integral to this function is an understanding of risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.

Professional Development and Responsibility (PD)

The provision of high quality patient care requires that the athletic trainer maintain current competence in the constantly changing world of healthcare. Athletic trainers must also embrace the need to practice within the limits of state and national regulation using moral and ethical judgment. As members of a broader healthcare community, athletic trainers work collaboratively with other healthcare providers and refer clients/patients when such referral is warranted.

Clinical Integration Proficiencies (CIP)

The clinical integration proficiencies (CIPs) represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care. The CIPs have been reorganized into this section (rather than at the end of each content area) to reflect their global nature. For example, therapeutic interventions do not occur in isolation from physical assessment. In most cases, assessment of the CIPs should occur when the student is engaged in real client/patient care and may be necessarily assessed over multiple interactions with the same client/patient. In a few instances, assessment may require simulated scenarios, as certain circumstances may occur rarely but are nevertheless important to the well-prepared practitioner.

The incorporation of evidence-based practice principles into care provided by athletic trainers is central to optimizing outcomes. Assessment of student competence in the CIPs should reflect the extent to which these principles are integrated. Assessment of students in the use of Foundational Behaviors in the context of real patient care should also occur.

National Athletic Trainers Association (2011). The Athletic Trainer Educational Competencies. 5th Edition. The Commission on Accreditation of Athletic Training Education, Austin, TX.

Student assessment measures occur via a variety of measures which will include but not limited to: Written, oral, and practical examinations by assigned faculty, staff and preceptors.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

| Course Number | NEW Course | Course Title | Credit Hours |
|---|------------|---|--------------|
| General Education Courses (list specific courses if recommended for this program on Degree Map) | | | |
| General Education Credit Hour Sub-Total | | | |
| Required Courses | | | |
| PE 6030 | | Athletic Training and Sports Medicine | 3 |
| PE 6070 | | Psychosocial Aspects of Sports Performance and Conditioning | 3 |
| PE6080 | | Intro to Sport Science Research and Statistics | 3 |
| PE 6110 | × | Clinical Intruction I | 3 |
| PE 6120 | × | Clinical Instruction II - Taping and Bracing | 3 |
| PE 6130 | × | Clinical Instruction III - Lower Extremity | 3 |
| PE 6140 | × | Clinical Instruction IV - Upper Extremity | 3 |
| PE 6150 | × | Clinical Instruction V - Therapeutic Modalities | 3 |
| PE 6160 | × | Clinical Instruction VI - Therapeutic Rehabilitation | 3 |
| PE 6210 | × | Evaluation of Lower Extremity and Trunk Injuries | 3 |
| PE 6220 | × | Evaluation of Upper Extremity and Head Injuries | 3 |
| PE 6230 | × | Therapeutic Exercise and Rehabilitation | 3 |
| PE 6240 | × | Athletic Training Management | 3 |
| PE 6250 | × | Therapeutic Modalities | 3 |
| PE 6260 | × | General Medical Conditions | 3 |
| PE 6933 | | Thesis | 3 |
| PE 6998 | × | Athletic Training Capstone | 3 |
| Required Course Credit Hour Sub-Total | | | 51 |
| Elective Courses | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Elective Credit Hour Sub-Total | | | |
| Core Curriculum Credit Hour Sub-Total | | | 51 |

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Due to the breadth and depth of knowledge necessary for demonstration of established knowledge, skills, and abilities, there will not be any variable credits offered for the MAT.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

| | # Tenured | # Tenure -Track | # Non -Tenure Track | |
|---------------------------------------|-----------|-----------------|---------------------|--|
| Faculty: Full Time with Doctorate | 4 | 4 | 0 | |
| Faculty: Part Time with Doctorate | 0 | 0 | 0 | |
| Faculty: Full Time with Masters | 0 | 0 | 2 | |
| Faculty: Part Time with Masters | 0 | 0 | 7 | |
| Faculty: Full Time with Baccalaureate | 0 | 0 | 0 | |
| Faculty: Part Time with Baccalaureate | 0 | 0 | 12 | |
| Teaching / Graduate Assistants | | | 0 | |
| Staff: Full Time | 0 | 0 | 3 | |
| Staff: Part Time | 0 | 0 | 4 | |

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

| | First Name | Last Name | Tenure (T) / Tenure Track (TT) / Other | Degree | Institution where Credential was Earned | Est. % of time faculty member will dedicate to proposed program. | If "Other," describe |
|-------------------|------------|-----------|--|--------|---|--|-------------------------|
| Full Time Faculty | | | | | | | |
| | Nathan | Slaughter | Other | MEd | Utah State University | 100% | |
| | Dave | Phillips | TT | PhD | University of Utah | 12% | |
| | Mark | DeBeliso | T | PhD | Oregon State University | 12% | |
| | Open | | TT | | | 100% | |
| Part Time Faculty | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

| | # Tenured | # Tenure -Track | # Non -Tenure Track | Academic or Industry Credentials Needed | Est. % of time to be dedicated to proposed program. |
|---------------------------------------|-----------|-----------------|---------------------|--|---|
| Faculty: Full Time with Doctorate | | 1 | | PhD, EdD, DAT (Or other related Terminal Degree), ATC, LAT | 50% |
| Faculty: Part Time with Doctorate | | | | | |
| Faculty: Full Time with Masters | | | | | |
| Faculty: Part Time with Masters | | | | | |
| Faculty: Full Time with Baccalaureate | | | | | |
| Faculty: Part Time with Baccalaureate | | | | | |
| Teaching / Graduate Assistants | | | | | |
| Staff: Full Time | | | | | |
| Staff: Part Time | | | 1 | | 50% |

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

| Three Year Projection: Program Participation and Department Budget | | | | | | |
|--|---|--|--|--|--------|--------|
| | Year Preceding Implementation | New Program | | | | |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Student Data | | | | | | |
| # of Majors in Department | 444 | 15 | 30 | 30 | 30 | 30 |
| # of Majors in Proposed Program(s) | //// | | | | | |
| # of Graduates from Department | 75 | 0 | 13 | 13 | 13 | 13 |
| # Graduates in New Program(s) | //// | | | | | |
| Department Financial Data | | | | | | |
| <i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i> | Department Budget | | | | | |
| | Year Preceding Implementation (Base Budget) | Year 1 | Year 2 | Year 3 | | |
| | | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | | |
| EXPENSES – nature of additional costs required for proposed program(s) | | | | | | |
| <i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i> | | | | | | |
| Personnel (Faculty & Staff Salary & Benefits) | \$1,012,908 | \$75,260 | \$75,260 | \$75,260 | | |
| Operating Expenses (equipment, travel, resources) | \$74,497 | | | | | |
| Other: | | | | | | |
| TOTAL PROGRAM EXPENSES | //// | \$75,260 | \$75,260 | \$75,260 | | |
| TOTAL EXPENSES | \$1,087,405 | \$1,162,665 | \$1,162,665 | \$1,162,665 | | |
| FUNDING – source of funding to cover additional costs generated by proposed program(s) | | | | | | |
| <i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i> | | | | | | |
| Internal Reallocation | | \$75,260 | \$75,260 | \$75,260 | | |
| Appropriation | \$1,051,267 | | | | | |
| Special Legislative Appropriation | | | | | | |
| Grants and Contracts | | | | | | |
| Special Fees | \$36,138 | | | | | |
| Tuition | | | | | | |
| Differential Tuition (requires Regents approval) | | | | | | |
| PROPOSED PROGRAM FUNDING | //// | \$75,260 | \$75,260 | \$75,260 | | |
| TOTAL DEPARTMENT FUNDING | \$1,087,405 | \$1,162,665 | \$1,162,665 | \$1,162,665 | | |
| Difference | | | | | | |
| Funding - Expense | \$0 | \$0 | \$0 | \$0 | | |

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Expenses relating to personnel will include salary and benefits for the 2.5 FTE faculty members dedicated to the MAT program, as well as the administrative support staff, which will include .5 FTE dedicated to the MAT program.

Other expenses for the MAT include supplying and maintaining the Athletic Training Lab, which consists of a variety of equipment and supplies necessary for the education of the MAT students; costs that are associated with assuring that the students are abiding by state laws and accreditation standards in regards to identification during clinical experiences; costs associated with the supervision of the MAT students at their clinical education sites while documenting the compliance of the clinical education sites with the standards outlined by the CAATE; and costs associated with faculty maintaining certifications and licenses as outlined in the CAATE standards.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Most of the expense regarding personnel is already existing within the Physical Education department. Existing faculty and staff will be reassigned to fill the needs of the MAT. The addition of one new faculty member, whose responsibilities will include 50% of their time being dedicated to the MAT, will aid the department as a whole with teaching and other duties as assigned. Resources for the additional faculty will be reallocated from funds already existing within the College of Education and Human Development.

The reallocation of these funds does mirror the transition from a bachelor's degree-granting athletic training education program to the MAT as the bachelor's ATP would be phased out and no longer be available to undergraduate students.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Currently there is not an anticipated need for the acquiring of significant new funds.

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Associate of Arts in Legal Studies and Associate of Science in Legal Studies (online)

Issue

Southern Utah University (SUU) requests approval to offer an Associate of Arts (AA) in Legal Studies and an Associate of Science (AS) in Legal Studies effective Fall Semester, 2017. The proposed programs were approved by the institutional Board of Trustees January 13, 2017.

Background

Southern Utah University currently offers an Associate of Applied Science (AAS) in Paralegal/Legal Assistant. The institution seeks to replace this degree with an Associate of Arts and an Associate of Science in Legal Studies. It is anticipated this change will enable students to continue their education toward a baccalaureate degree while providing applied skills for those who choose to enter the legal profession prior to completing a four-year program. All legal studies courses are available on-line, allowing students to complete the program without regard to physical location.

In the AAS program, students take 20 - 21 general education credits and 44 - 45 legal studies credits. In the AA and AS programs students will take 32 - 34 general education credits and 27 legal studies credits. This structure is consistent with American Bar Association (ABA) guidelines for associate degree paralegal programs. While SUU's program is not ABA-approved (ABA does not approve programs that can be completed fully on-line), the courses and content of the degree are understood to otherwise be consistent with the ABA guidelines.

Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Associate of Arts in Legal Studies and the Associate of Science in Legal Studies.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Southern Utah University requests approval to offer the following Associate's degree(s): Legal Studies effective Fall 2017. This program was approved by the institutional Board of Trustees on 01/13/2017.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The proposed Associate of Arts (AA) and Associate of Science (AS) in Legal Studies at Southern Utah University are designed to provide a two-year curriculum to support students who pursue a career as a paralegal or legal assistant. The skills and knowledge obtained through the programs may be useful in other fields such as business, real estate, and public administration. Classes within the programs provide insight into, and practical knowledge of, legal topics that may be of assistance to students who wish to attend law school. Pre-law students from any major may wish to take Legal Studies courses.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at highereducation.utah.gov/policies/policy312/.

SUU's mission statement states:

Southern Utah University is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence.

The Legal Studies programs are consistent with this mission statement. Students will engage in experiential education by completing a series of courses that not only involve traditional coursework, but also real-life projects and hands-on assignments. This coursework will allow students to grow personally and professionally. It will prepare them for a career as a paralegal or legal assistant as well as prepare them for further education.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

Currently, SUU offers an Associate of Applied Science (AAS) in Paralegal/Legal Assistant. The newly proposed AA and AS degrees will replace this existing AAS degree. This change provides an efficient pathway into many baccalaureate degree programs for students who wish to continue their education beyond the associate degree level. At the same time, it will provide students foundational knowledge and skills to enter the workforce as a paralegal.

In the AAS program, students take 20-21 general education and 44-45 paralegal courses. In an AA/AS programs students will take the full general education core, 32-35 credits, and 28 credits of specialty courses. The institution reported that based on data from occupational demand websites, employers do not distinguish between the two degrees when searching for an employee and the skills needed for the job are those which are obtained by completing general education courses. The specialty courses assist them in preparing for the job, but taking fewer specialty courses is not expected to limit their occupational opportunities. American Bar Association (ABA) guidelines encourage associate-level paralegal programs to provide avenues for continued educational attainment.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The Utah Department of Workforce Services reported that during 2014 - 2024 the Paralegal and Legal Assistants occupational category (SOC Code 23-2011) in Utah will have 110 annual openings. Median annual wages were reported at \$42,270.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

The institution reported that enrollment in paralegal courses have increased by 37% in the last five years. However, there has been a slight decrease in the last two years. Paralegal courses are offered as part of the pre-law track for Political Science baccalaureate programs and for the Legal Studies minor. The institution noted that other institutions have had success in increasing enrollment when a change was made from the title of Paralegal to Legal Studies.

There is a new profession emerging that should create higher demand for an associates degree in paralegal or legal studies. This profession is Paralegal Practitioner. Currently, the Utah Supreme Court has approved this position and there is a steering committee working on details. It is expected the educational requirement for this profession will be an associate degree.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Not including SUU's AAS program, there are paralegal and/or legal studies programs at Salt Lake Community College and Utah Valley University. Salt Lake Community College has an AAS in Paralegal Studies. Utah Valley University offers an AAS in Legal Studies, an AS in Legal Studies, a Legal Studies Certificate of Proficiency, and a BS in Legal Studies.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Faculty and academic administrators from throughout the USHE system have reviewed the program and have provided input. There is no foreseen impact on other USHE institutions.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

The courses in the new AA/AS degree programs were selected by current SUU legal studies faculty who are practicing attorneys with expertise in various areas of law. The institution will seek ABA approval if it becomes necessary as part of the

paralegal practitioner profession or if the ABA changes its requirements to allow for fully online programs.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

The degrees can be completed within 60 - 63 credit hours. The variation comes from the general education core which is a requirement of 32-35 credits dependent on which courses a student chooses to take. There are four (12 credits) core Legal Studies courses and 16 Legal Studies elective credits. Credits counting toward the major must be completed with a grade of "C-" or better.

Admission Requirements

List admission requirements specific to the proposed program.

Any student admitted to SUU will be eligible to enroll in the program.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

As a replacement of a current program, administrative structures are established and sufficient for the new programs. There are no new organizational structures needed and the programs will have no impact on the delivery of undergraduate and/or lower-division education.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Currently, the AAS is taught using two full-time faculty and three adjunct faculty. There will be a reduction in force as one of the full-time faculty members will retire in the near future but will continue to teach on a part-time basis.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

Existing staff is expected to be sufficient to support the proposed programs. There is a full-time administrative assistant for the department and a part-time hire is planned.

Student Advisement

Describe how students in the proposed program will be advised.

Students will be advised through a combination of academic advising and the part-time staff member who will be hired in the near future.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Continued subscription of Westlaw Next and legal specialty related books (as pertinent to current courses) are required for this program. Both of these are currently available through the SUU library. Additional library resources are not anticipated.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The programs are designed to provide students with the knowledge, skills, and values necessary to work effectively, competently, ethically, and successfully as paralegals in a law office/firm, corporation/business entity, government agency, or the public sector, as well as supporting students in seeking their goals of and preparation for continued education.

Students who graduate will demonstrate the following competencies:

1. Skills necessary to work effectively as a paralegal within a legal work environment
2. An understanding of ethical rules for the conduct of legal professionals and their implications
3. A knowledge of basic legal terminology
4. The ability to understand the application of procedural and substantive law within the American Legal System
5. The ability to perform legal analysis and to apply that analysis

For assessment purposes, each student shall complete a research and writing project involving the preparation of a legal memorandum and related oral argument. Legal studies faculty shall assess based on this project whether the student learning outcomes have been met. This project shall be completed in LEGL 2000 - Legal Research and Writing. Dependent on what learning outcomes are selected, other projects/courses can also be used for assessment.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Students who graduate will demonstrate the following competencies:

1. Skills necessary to work effectively as a paralegal within a legal work environment
2. An understanding of ethical rules for the conduct of legal professionals and their implications
3. A knowledge of basic legal terminology
4. The ability to understand the application of procedural and substantive law within the American Legal System
5. The ability to perform legal analysis and to apply that analysis

These skills were chosen by attorneys with knowledge of both what skills paralegals need as well as what knowledge is necessary for continued education. Formative assessment will be completed by continued feedback on assignments, drafts of

papers and projects, and consistent monitoring of a student's work. Summative assessment will be completed using major projects and exams to determine competency in an area. Both of these assessment methods will be utilized to determine learning outcomes and assess those outcomes.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

| | | Course Number | NEW Course | Course Title | Credit Hours |
|---|-----------------------|---------------|------------|--|--------------|
| General Education Courses (list specific courses if recommended for this program on Degree Map) | | | | | |
| General Education Credit Hour Sub-Total | | | | | 32 |
| Required Courses | | | | | |
| <input type="radio"/> | <input type="radio"/> | LEGL 1100 | | Introduction to Law | 3 |
| <input type="radio"/> | <input type="radio"/> | LEGL 1200 | | Legal Ethics and Professionalism | 3 |
| <input type="radio"/> | <input type="radio"/> | LEGL 1900 | | Civil Procedure | 3 |
| <input type="radio"/> | <input type="radio"/> | LEGL 2000 | | Legal Research and Writing | 3 |
| Required Course Credit Hour Sub-Total | | | | | 12 |
| Elective Courses | | | | | |
| <input type="radio"/> | <input type="radio"/> | LEGL 1400 | | Legal Interviewing, Investigation, Case Prep | 3 |
| <input type="radio"/> | <input type="radio"/> | LEGL 1500 | | Family Law | 3 |
| <input type="radio"/> | <input type="radio"/> | LEGL 1600 | | Criminal Law and Procedure | 3 |
| <input type="radio"/> | <input type="radio"/> | LEGL 1700 | | Torts | 3 |
| <input type="radio"/> | <input type="radio"/> | LEGL 2100 | | Estate Planning and Probate Law | 3 |
| <input type="radio"/> | <input type="radio"/> | LEGL 2400 | | Real Estate and Property Law | 3 |
| <input type="radio"/> | <input type="radio"/> | LEGL 2600 | | Business Law and Corporate Law | 3 |
| <input type="radio"/> | <input type="radio"/> | LEGL 2890 | | Internship (1-3 credits) | 1 |
| <input type="radio"/> | <input type="radio"/> | LEGL 2900 | | Administrative Law | 3 |
| Choose of the following courses: | | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| Choose of the following courses: | | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| Choose of the following courses: | | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| Choose of the following courses: | | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| Elective Credit Hour Sub-Total | | | | | 16 |
| Core Curriculum Credit Hour Sub-Total | | | | | 60 |

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The general education core is 32-35 credits, dependent on completed courses and scores on placement exams. To ensure a student is not required to exceed the maximum of 63 credits, there are 12 core courses and 16 electives. If a student needs additional courses because they only needed 32 credits of general education courses, they can use an open elective.

LEGL 2890 - Internship can be taken for 1-3 credits. Forty-five hours of internship work needs to be completed per credit hour.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

| First Year Fall | Cr. Hr. | First Year Spring | Cr. Hr. |
|---|---------|--|---------|
| ENGL 1010 - Intro to Academic Writing | 3 | ENGL 2010 - Intermediate Writing | 3 |
| LEGL 1100 - Intro to Law | 3 | LEGL - Elective | 3 |
| LEGL 1200 - Legal Ethics and Professionalism | 3 | LEGL 1900 - Civil Procedure | 3 |
| American Institutions Req. | 3 | Humanities Req. | 3 |
| LM 1010 - Information Literacy (Int. Learning) | 1 | Physical Science Req. | 4 |
| CSIS 1000 - Intro to Comp. App. & the Internet ⁴ | 3 | | |
| Total | 16 | Total | 16 |
| Second Year Fall | Cr. Hr. | Second Year Spring | Cr. Hr. |
| LEGL - Elective | 3 | Life Science Req. | 3 |
| LEGL - Elective | 3 | LEGL 2000 - Legal Research and Writing | 3 |
| Social Sciences Req. | 3 | LEGL - Elective | 3 |
| Quantitative Literacy Req. | 3 | LEGL - Elective | 3 |
| Fine Arts Req. | 3 | LEGL - Elective | 1 |
| Total | 15 | Total | 13 |
| Third Year Fall | Cr. Hr. | Third Year Spring | Cr. Hr. |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total | | Total | |
| Fourth Year Fall | Cr. Hr. | Fourth Year Spring | Cr. Hr. |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total | | Total | |

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

| | # Tenured | # Tenure -Track | # Non -Tenure Track | |
|---------------------------------------|-----------|-----------------|---------------------|--|
| Faculty: Full Time with Doctorate | | | 1 | |
| Faculty: Part Time with Doctorate | | | 4 | |
| Faculty: Full Time with Masters | | | | |
| Faculty: Part Time with Masters | | | | |
| Faculty: Full Time with Baccalaureate | | | | |
| Faculty: Part Time with Baccalaureate | | | | |
| Teaching / Graduate Assistants | / / / / / | / / / / / | | |
| Staff: Full Time | | | | |
| Staff: Part Time | | | 1 | |

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

| | First Name | Last Name | Tenure (T) / Tenure Track (TT) / Other | Degree | Institution where Credential was Earned | Est. % of time faculty member will dedicate to proposed program. | If "Other," describe |
|-------------------|------------|-----------|--|--------|---|--|-------------------------|
| Full Time Faculty | | | | | | | |
| | Randall | Allen | Other | J.D. | J. Reuben Clark Law School (Brigham Young University) | 15% | Lecturer/NT |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Part Time Faculty | | | | | | | |
| | Christine | Taylor | Other | J.D. | University of Oklahoma College of Law | 100% | Part time |
| | Edrick | Overson | Other | J.D. | Michigan State University College of Law | 100% | Part time |
| | Geoffrey | Chesnut | Other | J.D. | Arizona State University College of Law | 100% | Part time |
| | Tyler | Melling | Other | J.D. | University of Iowa College of Law | 100% | Part time |

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

| | # Tenured | # Tenure -Track | # Non -Tenure Track | Academic or Industry Credentials Needed | Est. % of time to be dedicated to proposed program. |
|---------------------------------------|-----------|-----------------|---------------------|---|---|
| Faculty: Full Time with Doctorate | | | | | |
| Faculty: Part Time with Doctorate | | | | | |
| Faculty: Full Time with Masters | | | | | |
| Faculty: Part Time with Masters | | | | | |
| Faculty: Full Time with Baccalaureate | | | | | |
| Faculty: Part Time with Baccalaureate | | | | | |
| Teaching / Graduate Assistants | / / / / / | / / / / / | | | |
| Staff: Full Time | | | | | |
| Staff: Part Time | | | | | |

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

| Three Year Projection: Program Participation and Department Budget | | | | | | |
|--|---|--|--|--|--------|--------|
| | Year Preceding Implementation | New Program | | | | |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Student Data | | | | | | |
| # of Majors in Department | 320 | | | | | |
| # of Majors in Proposed Program(s) | | 20 | 22 | 24 | 27 | 30 |
| # of Graduates from Department | 60 | | | | | |
| # Graduates in New Program(s) | | 5 | 6 | 7 | 8 | 9 |
| Department Financial Data | | | | | | |
| <i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i> | Department Budget | | | | | |
| | Year Preceding Implementation (Base Budget) | Year 1 | Year 2 | Year 3 | | |
| | | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | | |
| EXPENSES – nature of additional costs required for proposed program(s) | | | | | | |
| <i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i> | | | | | | |
| Personnel (Faculty & Staff Salary & Benefits) | | | | | | |
| Operating Expenses (equipment, travel, resources) | | | | | | |
| Other: | | | | | | |
| TOTAL PROGRAM EXPENSES | | \$0 | \$0 | \$0 | | |
| TOTAL EXPENSES | \$0 | \$0 | \$0 | \$0 | | |
| FUNDING – source of funding to cover additional costs generated by proposed program(s) | | | | | | |
| <i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i> | | | | | | |
| Internal Reallocation | | | | | | |
| Appropriation | | | | | | |
| Special Legislative Appropriation | | | | | | |
| Grants and Contracts | | | | | | |
| Special Fees | | | | | | |
| Tuition | | | | | | |
| Differential Tuition (requires Regents approval) | | | | | | |
| PROPOSED PROGRAM FUNDING | | \$0 | \$0 | \$0 | | |
| TOTAL DEPARTMENT FUNDING | \$0 | \$0 | \$0 | \$0 | | |
| Difference | | | | | | |
| Funding - Expense | \$0 | \$0 | \$0 | \$0 | | |

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Because the programs will replace the existing AAS program, additional funding is not needed. Sufficient faculty and staff, as well as resources, are in place to cover costs.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

N/A

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

N/A

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Associate of Science in Business and Economics

Issue

Weber State University (WSU) requests approval to offer an Associate of Science in Business and Economics effective Fall Semester, 2017. The proposed program was approved by the institutional Board of Trustees December 6, 2016.

Background

Associate degrees in business have been a popular offering among several Utah institutions. For a variety of reasons WSU has not offered this degree, although the institution offers a number of business-related degrees at the baccalaureate level. Weber State University now seeks approval to offer the Associate of Science (AS) degree in Business and Economics to provide foundational skills and knowledge in accounting, economics, statistics, and information systems preparatory for further education or for students who need to use these skills in the workplace without finishing a four-year program.

The Associate of Science in Business and Economics has four main objectives:

- 1) Provide a clearly defined pathway toward any WSU Bachelor of Science (BS) degree in business or economics
- 2) Provide an alternative degree option for students who are not pursuing a four-year degree
- 3) Meet the need for WSU students who wish to receive an associate degree prior to completing a four year business or economics degree at WSU
- 4) Provide a pathway and degree option for students who may leave the WSU service area and pursue a four-year business degree at another institution

The institution reported that for the academic year 2014-15, 117 of 277 Goddard School of Business and Economics graduates received an associate degree from WSU at some point in their academic career. An additional 30 graduates received associate degrees from another institution. Thus, more than 50% of WSU's business and economics BS graduates opted to complete an associate degree on their path to a four-year degree.

The AS in business has been a popular choice for students throughout the state. It is expected that the WSU degree will be sought by many students seeking bachelor-level business degrees at WSU as well as at other institutions.

Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the request by Weber State University to offer an Associate of Science degree in Business and Economics.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Associate's degree(s): Associate of Science in Business and Economics effective Fall 2017. This program was approved by the institutional Board of Trustees on 12/06/2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Associate of Science (AS) degree in Business and Economics provides foundational skills and knowledge in accounting, economics, statistics, and information systems and technology, as well as other functional business areas, including management, marketing, and supply chain electives. This skill and knowledge set will make students more effective business professionals as it introduces communication and analytics tools critical in a professional business environment.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

The institutional mission of Weber State University (WSU) explicitly includes the provision to offer associate degree programs. Offering a broad-based Associate of Science degree within the Goddard School of Business and Economics (GSBE) helps WSU achieve the community college portion of its dual mission.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The Associate of Science in Business and Economics has multiple objectives: (1) Provide a clear path towards any Bachelor of Science (BS) degree in business and economics, essentially functioning as a cost-effective advising tool for students who are considering any 4-year degree within the GSBE; (2) Provide an alternative degree option for students who are unable to finish a 4-year degree; (3) Meet the demand for associate degrees from students who will ultimately graduate with a bachelor degree from the GSBE. For the academic year 2014-15, 117 of 277 GSBE bachelor or science (BS) graduates received an associate degree from WSU at some point in their academic career. An additional 30 graduates received associate degrees from another university. This represents more than 50% of GSBE BS graduates.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The skills and knowledge gained through the Associate of Science in Business and Economics position students favorably to either continue their pursuit of a BS in Accounting, Business Administration, Economics or Information Systems and Technology, or enter the labor market directly. Nationally, two occupations (specifically Market Research Analysts and Management Analysts) are predicted to grow faster (19% and 14% respectively) than average with respect to job outlook (<https://www.bls.gov/ooh/business-and-financial/market-research-analysts.htm>, and <https://www.bls.gov/ooh/business-and-financial/management-analysts.htm>).

Based on earnings data and unemployment rates by educational attainment (http://www.bls.gov/emp/ep_chart_001.htm), students who chose to enter the labor market with an associate degree faced a lower national unemployment rate than students with some college and no degree (3.8% unemployment compared to 5% with some college, no degree) in 2015. An associate degree also increased the median weekly earnings by over 8% compared to persons with some college, no degree.

Comprehensive job search sites (<http://www.indeed.com/q-Associate-Degree-I-Utah-jobs.html>) show that a large number of job listings in Utah require an associate degree. The Associate of Science in Business and Economics will allow students to enter the job market in a shorter period of time than those pursuing a BS, while providing an efficient pathway to a BS degree.

The curriculum outlined for the Associate of Business and Economics provides students with a thorough, yet broad education covering business and economics. Graduates will be able to take the knowledge and skills acquired in this program and contribute in a variety of business and business-related areas. This degree represents a targeted approach to meeting the needs of Utah's growing economy, including marketing, manufacturing, and health care industries as well as anticipated growth in the light manufacturing, biotech and outdoor recreation industries.

Overall, students face high market demand, a point emphasized by the placement rate of recent graduates from the GSBE (close to 100% reported by the career services advisor within the GSBE).

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Student demand for an Associate of Science Degree in Business and Economics is shown by the percentage of BS graduates who opted for an associate degree on their path to the 4-year degree. More than 50% of all BS GSBE graduates in 2014-15 also had an associate degree. These data do not capture demand from students who did not complete a BS degree. A recent audit of declared majors within the GSBE identified 134 students who were within one semester of graduating with a four-year degree, but who had stopped attending WSU. Most of those students could have been awarded an AS degree to better reflect their accomplishments and give them the labor market advantages mentioned above. It is also possible that this pool of students would have been graduates with an associate degree and would have entered the job market sooner. Finally, the Utah Department of Workforce Services (DWS) provides financial support for qualified students who are seeking an associate degree. The proposed program will enable the GSBE to work with DWS-sponsored students who are broadly interested in business and economics.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

The proposed program is similar to the two-year business degree programs at Salt Lake Community College, USU Eastern, Utah Valley University, Dixie State, and Snow College that are designed to transfer to business programs at four-year colleges and universities. As WSU University fulfills the community college role for Davis and Weber counties, the proposed program is well placed at WSU and gives students in Northern Utah the same options available in the rest of the state.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.org/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The coursework for the AS in Business and Economics has been articulated through USHE and is readily transferable to other USHE institutions.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

No external consultants were involved in the creation of this program. However, the GSBE is accredited through the Association to Advance Collegiate Schools of Business (AACSB). As AACSB describes, "the accreditation process is a comprehensive review of a school's mission, faculty qualifications, and curricula, and the process includes self-evaluations, peer-reviews, committee reviews, and the development of in-depth strategic plans. Accreditation ensures that students are learning material most relevant to their field of study, preparing them to be effective leaders upon graduation." The next review is scheduled for October 2017.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at highereducation.utah.gov/policies/R401.

A total of 60 credit hours (63 with ENGL 1010) is required with a minimum of 20 of these required in residency at WSU. ENGL 2010 and MATH 1050 must be completed with a grade of C or higher and may not be taken on a Credit/No Credit basis. Even though a minimum grade of C- will be accepted in some courses used to satisfy the associate degree requirements, an overall GPA of 2.5 or higher is required.

In addition, students must complete ACTG 2010 - Survey of Accounting I, ACTG 2020 - Survey of Accounting II, ECON 2010 - Principles of Microeconomics, ECON 2020 - Principles of Macroeconomics, IST 2010 - Business Computer Skills, and QUAN 2600 - Business Statistics I. These six courses are referred to collectively as Business Foundations and are required for entry into the GSBEI. Candidates for the AS in Business and Economics must complete these courses and be accepted into the business school. As part of the formal admissions process to the School, and upon completion of the Business Foundations courses, students are required to take BSAD 2899 - Business Foundations Admission Assessment. This is a non-credit bearing course requiring students to complete an assessment to demonstrate a comprehensive understanding of the materials in the Business Foundations classes, with an emphasis on communication and analytical skills. Students must pass the assessment with a 70% or higher in order to be admitted to upper division business courses that fulfill requirements for baccalaureate business degrees.

Admission Requirements

List admission requirements specific to the proposed program.

Students may begin to take degree courses as soon as prerequisites are satisfied. There are no admission requirements for students pursuing the AS in Business and Economics. As part of the AS degree, students will complete the six Business Foundations courses that are required for admittance to all bachelor degree programs within the GSBE.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The program for the AS in Business and Economics contains general education courses, business foundations courses and cross-functional core courses, with a small number of electives. All courses are already offered in multiple sections during the academic year. Administrative and organizational structures are currently in place to support this degree.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

No additional faculty will be necessary. All courses associated with the degree are currently being offered within the GSBE and taught by tenure-track and adjunct faculty. All faculty within the business school have to meet AACSB accreditation standards. These include requirements to maintain professional and academic qualifications. In addition, the standards require that 3/4 or more of the faculty and instructors participate full-time within the GSBE.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

No additional staff is necessary. It is possible that the structure of the proposed program may lighten the advising burden of the college advisors since the program prepares students for admission to the GSBE.

Student Advisement

Describe how students in the proposed program will be advised.

The bulk of all student advisement within the GSBE is conducted by full-time college advisors. The proposed program has been discussed and coordinated with college advisors. Given that the structure of the new program is identical to the core of nearly all business and economics degrees offered within the business school, student advising adjustments should be minor.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Library resources satisfy current program needs. Current library resources include Business Source Premier, Business Plans Handbook, Econlit, EBSCO Ebooks, National Bureau of Economic Research Working Paper Series, JSTOR, ABI/Inform Complete, and Proquest Newsstand. No additional resources will be needed as existing courses are currently being supported by the library.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The program's goals are to:

1. Satisfy student demand for AS-level programs that are supported by the Utah Department of Workforce Services.
2. Provide students with shorter-term goals or milestones along the way to a 4-year degree.
3. Contribute to WSU's vision of becoming a national model for a dual-mission institution of higher education.
4. Enable students to obtain positive labor market outcomes with respect to earnings and unemployment rates for associate degrees compared to those with some college but no awarded degree.

The program will be assessed by tracking students that receive support from the Department of Workforce services, counting the number of students that obtain the associate's degree en route to a four-year degree, and track hiring rates of students with the ASdegree.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

As part of AACSB accreditation, the GSBE follows strict assessment requirements for all degree programs. For the AS in Business and Economics, students will be expected to reach the following subset of the GSBE learning outcomes:

1. Analytical and Critical Thinkers: Students will be able to identify issues and problems, gather and organize relevant data and information to analyze issues and problems, and draw logical conclusions through analysis and reasoning and posit viable alternative solutions.
2. Knowledge of Key Concepts: Students will be able to demonstrate knowledge of key business disciplines.

Students will be assessed through the BSAD 2899 Business Foundations and Admission Assessment course that includes an Assessment of Business Foundation Knowledge exam as well as an essay. In addition, students in the program will also be part of the broader assessment program within the GSBE that includes course-embedded activities such as cases, lab exercises, writing assignments, presentations, and specific exam questions.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

| | | Course Number | NEW Course | Course Title | Credit Hours |
|---|-----------------------|---------------|------------|------------------------------|--------------|
| General Education Courses (list specific courses if recommended for this program on Degree Map) | | | | | |
| General Education Credit Hour Sub-Total | | | | | 25 |
| Required Courses | | | | | |
| <input type="radio"/> | <input type="radio"/> | ENGL 1010 | | Introductory College Writing | 3 |
| <input type="radio"/> | <input type="radio"/> | ENGL 2010 | | Intermediate College Writing | 3 |
| <input type="radio"/> | <input type="radio"/> | BTNY 1403 | | Environment Appreciation | 3 |
| <input type="radio"/> | <input type="radio"/> | MATH 1050 | | College Algebra | 4 |
| <input type="radio"/> | <input type="radio"/> | ACTG 2010 | | Survey of Accounting I | 3 |
| <input type="radio"/> | <input type="radio"/> | ACTG 2020 | | Survey of Accounting II | 3 |
| <input type="radio"/> | <input type="radio"/> | ECON 2010 | | Principles of Microeconomics | 3 |
| <input type="radio"/> | <input type="radio"/> | ECON 2020 | | Principles of Macroeconomics | 3 |
| <input type="radio"/> | <input type="radio"/> | IST 2010 | | Business Computer Skills | 1 |
| <input type="radio"/> | <input type="radio"/> | QUAN 2400 | | Business Calculus | 3 |
| <input type="radio"/> | <input type="radio"/> | QUAN 2600 | | Business Statistics I | 3 |
| <input type="radio"/> | <input type="radio"/> | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| Choose of the following courses: | | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| Required Course Credit Hour Sub-Total | | | | | 32 |
| Elective Courses | | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| Choose 3 of the following courses: | | | | | |
| <input type="radio"/> | <input type="radio"/> | Electives | | Any elective course | 3 |
| <input type="radio"/> | <input type="radio"/> | | | | |
| Elective Credit Hour Sub-Total | | | | | 3 |
| Core Curriculum Credit Hour Sub-Total | | | | | 60 |

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

NA

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

| First Year Fall | Cr. Hr. | First Year Spring | Cr. Hr. |
|---|---------|---|---------|
| ENGL EN 1010 Introductory College Writing | 3 | ENGL EN 2010 Intermediate College Writing | 3 |
| MATH QL 1050 College Algebra | 4 | QUAN 2400 Business Calculus | 3 |
| IST 2010 Business Computer Skills (CIL) (BF) | 1 | ACTG 2010 Survey of Accounting I (BF) | 3 |
| American Institutions | 3 | Creative Arts (PS) | 3 |
| BTNY LS 1403 Environment Appreciation | 3 | Physical Science (PS) | 3 |
| LIBS/BAD 2704 Info Resources Bus Disciplines | 1 | | |
| Total | 15 | Total | 15 |
| Second Year Fall | Cr. Hr. | Second Year Spring | Cr. Hr. |
| QUAN 2600 Business Statistics (BF) | 3 | ECON SS 2020 Principles of Macroeconomics (BF) | 3 |
| ECON SS 20100 Principles of Microeconomics (BF) | 3 | Physical Science (PS) or Life Science (LS)/(DV) | 3 |
| ACTG 2020 Survey of Accounting II (BF) | 3 | BSAD 2899 Business Foundations & Admission | 0 |
| Humanities (HU/DV) | 3 | Physical Science (PS) or Life Science (LS) | 3 |
| Social Science (SS)/(DV) | 3 | Elective Credits | 3 |
| | | IST 2020 Introduction to Information Systems | 3 |
| | | | |
| Total | 15 | Total | 15 |
| Third Year Fall | Cr. Hr. | Third Year Spring | Cr. Hr. |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total | | Total | |
| Fourth Year Fall | Cr. Hr. | Fourth Year Spring | Cr. Hr. |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total | | Total | |

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

| | # Tenured | # Tenure -Track | # Non -Tenure Track | |
|---------------------------------------|-----------|-----------------|---------------------|--|
| Faculty: Full Time with Doctorate | 25 | 19 | 7 | |
| Faculty: Part Time with Doctorate | | | | |
| Faculty: Full Time with Masters | | | | |
| Faculty: Part Time with Masters | | | | |
| Faculty: Full Time with Baccalaureate | | | | |
| Faculty: Part Time with Baccalaureate | | | | |
| Teaching / Graduate Assistants | / / / / / | / / / / / | | |
| Staff: Full Time | | | 3 | |
| Staff: Part Time | | | | |

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

| | First Name | Last Name | Tenure (T) / Tenure Track (TT) / Other | Degree | Institution where Credential was Earned | Est. % of time faculty member will dedicate to proposed program. | If "Other," describe |
|-------------------|--------------------|------------------|---|--------|---|--|----------------------|
| Full Time Faculty | | | | | | | |
| | Tony | Allred | T | PhD | Oklahoma State University | 13 | |
| | Jennifer | Anderson | TT | PhD | University of Arizona | 13 | |
| | Sebastian | Brockhaus | TT | PhD | Hamburg University of Technology | 13 | |
| | Jenny | Gnagey | TT | PhD | Ohio State University | 13 | |
| | Matt | Gnagey | TT | PhD | Ohio State University | 13 | |
| | Andrea | Gouldman | TT | PhD | Virginia Commonwealth University | 13 | |
| | Chuck | Kaiser | Other | JD | St. Louis University | 13 | Instructor |
| | Andrew | Keinsley | TT | PhD | University of Kansas | 13 | |
| | Brandon | Koford | T | PhD | University of Kentucky | 10 | |
| | Matt | Mouritsen | T | PhD | Utah State University | 10 | |
| | These are examples | Students will be | served | by the | entire School of Business and | Economics | |
| Part Time Faculty | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

| | # Tenured | # Tenure -Track | # Non -Tenure Track | Academic or Industry Credentials Needed | Est. % of time to be dedicated to proposed program. |
|---------------------------------------|-----------|-----------------|---------------------|---|---|
| Faculty: Full Time with Doctorate | | | | | |
| Faculty: Part Time with Doctorate | | | | | |
| Faculty: Full Time with Masters | | | | | |
| Faculty: Part Time with Masters | | | | | |
| Faculty: Full Time with Baccalaureate | | | | | |
| Faculty: Part Time with Baccalaureate | | | | | |
| Teaching / Graduate Assistants | | | | | |
| Staff: Full Time | | | | | |
| Staff: Part Time | | | | | |

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

| Three Year Projection: Program Participation and Department Budget | | | | | | |
|--|---|--|--|--|--------|--------|
| | Year Preceding Implementation | New Program | | | | |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Student Data | | | | | | |
| # of Majors in Department | 1,342 | 1,350 | 1,375 | 1,400 | 1,410 | 1,420 |
| # of Majors in Proposed Program(s) | //// | 675 | 690 | 700 | 705 | 710 |
| # of Graduates from Department | 297 | 300 | 305 | 310 | 310 | 315 |
| # Graduates in New Program(s) | //// | 50 | 75 | 100 | 105 | 110 |
| Department Financial Data | | | | | | |
| | Department Budget | | | | | |
| | | Year 1 | Year 2 | Year 3 | | |
| <i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i> | Year Preceding Implementation (Base Budget) | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | | |
| EXPENSES – nature of additional costs required for proposed program(s) | | | | | | |
| <i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i> | | | | | | |
| Personnel (Faculty & Staff Salary & Benefits) | | | | | | |
| Operating Expenses (equipment, travel, resources) | | | | | | |
| Other: | | | | | | |
| TOTAL PROGRAM EXPENSES | //// | \$0 | \$0 | \$0 | | |
| TOTAL EXPENSES | \$0 | \$0 | \$0 | \$0 | | |
| FUNDING – source of funding to cover additional costs generated by proposed program(s) | | | | | | |
| <i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i> | | | | | | |
| Internal Reallocation | | | | | | |
| Appropriation | | | | | | |
| Special Legislative Appropriation | | | | | | |
| Grants and Contracts | | | | | | |
| Special Fees | | | | | | |
| Tuition | | | | | | |
| Differential Tuition (requires Regents approval) | | | | | | |
| PROPOSED PROGRAM FUNDING | //// | \$0 | \$0 | \$0 | | |
| TOTAL DEPARTMENT FUNDING | \$0 | \$0 | \$0 | \$0 | | |
| Difference | | | | | | |
| Funding - Expense | \$0 | \$0 | \$0 | \$0 | | |

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Students in the program will be served by existing faculty and staff with existing courses. No additional resources are being requested.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

NA

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

NA

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Master of Public Health with Specializations in Public Health Nutrition, Health Education and Promotion, Veterinary Public Health, and Applied Biostatistics and Epidemiology

Issue

Utah State University (USU) requests approval to offer a Master of Public Health with Specializations in Public Health Nutrition, Health Education and Promotion, Veterinary Public Health, and Applied Biostatistics and Epidemiology effective Fall Semester, 2017. The proposed program was approved by the institutional Board of Trustees January 6, 2017.

Background

Public health professionals seek to protect and improve the health of individuals, families, communities, and populations at the local, national, and global levels. The need for professionals prepared in public health is rising. Utah State University officials noted that many government and private positions pertaining to public health were lost during the economic downturn. It was also noted that many people who work in public health have not had formal public health education. Government entities and private health organizations seek public health professionals who have been formally prepared in the field.

A recent Burning Glass query found 277 job postings for health occupations in Utah from February 1, 2016 through January 31, 2017 that required public health skills. As public and private interests in public health increase, there is need for additional formal programs that develop professionals in this arena. Often, people from existing health occupations need to be cross-trained between their primary occupation and public health. In an effort to meet the needs of various public health interests, Utah State University faculty have developed the proposed master of public health program with the four areas of specialization specified above.

The core curriculum of USU's program will prepare students in biostatistics, epidemiology, environmental health, socio-behavioral public health, and public health policy and administration. The program will be delivered to USU's regional campuses, allowing students in rural as well as suburban areas of the state to enroll in and complete the program. Program graduates will be qualified for employment or for continued graduate-level work. During program development, faculty members at USU have collaborated with personnel at the University of Utah Division of Public Health and have proposed a program that complements the University of Utah's graduate public health programs.

Program graduates will be prepared for careers in health care professions, academic institutions, local, state, and federal health agencies, private industry, and non-profit organizations. The information below is taken from the Utah Department of Workforce Services Occupation Information Data Viewer. The data represents a sample of occupational categories within which graduates of the USU program may find employment.

| SOC Code | Occupational Category | Estimated Number of Position Openings Statewide 2014 – 2024 | Utah Annual Median Wage |
|----------|--------------------------------------|---|-------------------------|
| 29-1031 | Dieticians and Nutritionists | 20 | \$45,470 |
| 15-2041 | Statisticians | 10 | \$73,830 |
| 11-9111 | Medical and Health Services Managers | 150 | \$90,120 |
| 21-1091 | Health Educators | 20 | \$42,950 |
| 21-1022 | Healthcare Social Workers | 70 | \$54,740 |
| 11-9161 | Emergency Management Directors | 10 | \$64,190 |
| 29-1131 | Veterinarians | 30 | \$84,480 |

Policy Issues

As matter of note, the proposed program requires 42 hours to complete. Regent Policy R401 limits master degree programs to 36 credit hours unless required by accreditation. Utah State University will seek program accreditation through the Council on Education for Public Health (CEPH). Criterion D14 of the CEPH Accreditation Criteria Schools of Public Health & Public Health Programs requires accredited master degree public health programs to be at least 42 semester credit hours.

(<http://ceph.org/assets/2016.Criteria.pdf>)

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.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve Utah State University's request to offer the Master of Public Health with Specializations in Public Health Nutrition, Health Education and Promotion, Veterinary Public Health, and Applied Biostatistics and Epidemiology.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Master's degree(s): Master of Public Health effective Fall 2017. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The primary goal of the proposed Master of Public Health (MPH) graduate degree program at Utah State University is to provide students with a strong educational and research foundation in the core disciplines of public health including biostatistics, epidemiology, environmental health, sociobehavioral public health, and public health policy and administration, with preparation in one of four MPH specializations that leverage unique aspects of the land grant status of Utah State University including: Public Health Nutrition, Health Education and Promotion, Veterinary Public Health, and Applied Biostatistics and Epidemiology. The curriculum and methods of teaching and research in the USU MPH program follow guidelines of the Council on Education for Public Health (<http://ceph.org/>) and the 2015 *Task Force Report on Framing the Future of Public Health* of the Association of Schools and Programs of Public Health <http://www.aspph.org/educate/framing-the-future/>. The MPH degree program will train students to be leaders in the field of Public Health by advancing education, research, practice, and advocacy. Program graduates will be prepared for careers in health care professions, academic institutions, local, state, and federal health agencies, private industry, and non-profit organizations.

The field of Public Health is devoted to protecting and improving the health of individuals, families, communities, and populations at the local, national, and global levels. The Association of Schools and Programs of Public Health promotes the view that:

- (1) Public Health is *personal* in that "Public Health professionals focus on preventing disease and injury by promoting healthy lifestyles, implementing educational programs, developing policies, administering services, conducting research, and regulating health systems to achieve these goals" and
- (2) Public Health is *global* in that "the Public Health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury; it spans many disciplines and is regularly spotlighted in popular culture and media" and
- (3) Public Health focuses on *measurable impacts*, citing that "in the past century, public health initiatives have improved lives worldwide, including increasing life expectancy by almost 30 years in the United States; the development and application of population-based prevention programs will continue improving health over the next decades <http://www.aspph.org/discover/>.

The MPH specialization in Public Health Nutrition includes interdisciplinary training in nutrition-related sciences and the core public health disciplines. The major areas of emphasis include study of methods for quantifying dietary intake and nutritional status, the role of diet in disease risk and health promotion, and the design and implementation of nutrition policy and programs to improve health in local, national, and global populations. The land grant setting of Utah State University provides unique opportunities for the study of the relationship between human nutritional status and health with strong academic and research programs in nutritional epidemiology, federal and community nutrition programs, nutritional biochemistry and molecular biology, USU Extension nutrition outreach programs, food science, food safety, agricultural practices, animal health, climate change, and environmental sciences.

The MPH specialization in Health Education and Promotion emphasizes the behavioral, social and cultural factors related to individual and population health and health disparities over the life span. Teaching, research and practice in these areas contributes to the development, administration, and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations. The land grant setting of Utah State University provides unique opportunities for the Health Education and Promotion MPH program to provide additional professional postgraduate training for employed persons in community health settings through the state-wide USU Regional

Campus System and Extension programs.

The MPH specialization in Veterinary Public Health builds on the program of the USU School of Veterinary Medicine by offering specialized training in the emerging Public Health discipline of *One Health*, defined by the U.S. Centers for Disease Control and Prevention as the approach of working with veterinarians, ecologists, and physicians to monitor and control public health threats by applying the core disciplines of Public Health and specialized knowledge of veterinary medicine to learn how diseases spread among people, animals and the environment (<https://www.cdc.gov/onehealth/>). The Land-Grant setting of USU provides unique resources for the Veterinary Public Health MPH program with the School of Veterinary Medicine, Agricultural Extension programs, diagnostic laboratories, Institute for Antiviral Research, and strong academic programs in climate sciences, ecology, and natural resources.

The MPH specialization in Applied Biostatistics and Epidemiology will provide rigorous training in study design and data analysis for population-based health research, to help investigators accurately assess and quantify population health outcomes, determine possible interventions and preventive measures, make data-based policy decisions, and monitor how necessary services or interventions achieve their desired goals. The applied biostatistics curriculum will provide competencies in the collection, management, and analysis of health-related surveys and experiments, with additional emphasis on the application of modern software and statistical methods for the increasingly large data sets that are becoming more common in public health and biomedicine. Courses in applied biostatistics will also focus on the collaborative nature of health research, encouraging written and oral communication skills and interactive projects involving students across disciplines.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at highereducation.utah.edu/policies/policy312/.

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 (<https://www.usu.edu/president/missionstatement/>). The Master of Public Health (MPH) graduate program will enhance this mission by contributing to many of the stated university mission goals including (1) enhancing the reputation of the University for learning, discovery, and engagement; (2) strengthening the recruitment, retention, graduation, and placement of graduate students; (3) building a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students; (4) infusing new energy into graduate programs; (5) fostering new partnerships, both internally and externally.

There are numerous mission-based examples of other land grant institutions that have developed and currently offer Master of Public Health programs, including: Colorado State University, Louisiana State University, San Diego State University, Oregon State University, Ohio State University, Kansas State University, Idaho State University, Missouri State University, Penn State, and many others. As the land grant institution for the state of Utah, Utah State University is in a unique position to develop and deliver an MPH program with specialized tracks that can best meet the needs of rural and underserved regions of the state.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The need for public health trained professionals is on the rise. According to the American Public Health Association (APHA, 2011) 19% of the government related public health workforce jobs were lost in the economic downturn and countless more in the private sector. The aging and retirement of the public health workforce is also of concern. In addition, four out of five public health workers have no formal training in public health according to a study by the Centers for Disease Control and Prevention (APHA, 2011). Utah State University is positioned to assist in filling the need for individuals prepared in public health by offering the MPH degree to rural and underserved areas within the state.

There are many potential benefits to USU and to the USHE system associated with offering a multi-track, interdisciplinary MPH program. First, the MPH program will attract new students to the university, especially in the Regional Campus (RC) system where access to an MPH program has been limited or non-existent, which is consistent with the outreach mission of USU as a land grant institution. Second, the MPH program will be unique in offering four distinct MPH specializations that share a common public health curriculum core. The tracks will build essential professional skills across multiple, high demand public health disciplines. Finally, the MPH will be able to increase graduate program enrollments overall at USU and throughout the RC system which will strengthen the USU School of Graduate Studies.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/ui/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

Public Health Nutrition (Department of Nutrition, Dietetics, and Food Science, NDFS): Nutrition and dietetics students who complete a MPH degree in Public Health Nutrition can seek out diverse positions in public health that offer opportunities for leadership roles, professional development, and higher pay and benefits. Potential positions for MPH graduates include: public health nutritionist, nutritional epidemiologist, program coordinator, public health educator, executive director, and nutrition services supervisor to name a few. These positions can be found in a variety of governmental, academic, nonprofit and for profit settings including: state and local public health departments, colleges and universities, health care organizations such as Intermountain Health Care (IHC), Utah Department of Workforce Services, Women Infants, and Children (WIC), food banks, food pantries, nutrition education programs such as SNAP-Ed and EFNEP, community action agencies, and anti hunger/ poverty organizations, among many others. Registered Dietitian's (RD's) will be required to have a master's level degree to establish entry-level professional requirements starting in 2024. While the specific master's degree requirements are not yet specified, dietitians often work in public health and community settings and yet are not often adequately exposed to public health coursework or hands on experience in such settings during undergraduate dietetics coursework. The USU MPH will assist in helping recent USU dietetics students meet entry-level requirements while also providing valuable coursework that prepares them to work in a variety of public health settings. According to the US Bureau of Labor Statistics, the median pay for dietitians and nutritionists in the US is \$57,910 per year for 2015. The job outlook for 2014-2024 is 16% growth (much faster than average). In Utah, Dietitians and Nutritionists are expected to have a median annual wage of \$45,470 with 20 annual openings per year. The MPH degree is increasingly used as a stepping stone to medical or dental school when combined with a nutrition degree or other undergraduate science degree. For students interested in academic careers in public health, the MPH degree will prepare graduates for doctoral degree programs at a School of Public health (<http://www.aspph.org/program-finder/>), including the Ph.D. program in public health at the University of Utah.

Health Education and Promotion (Department of Kinesiology and Health Science, Health Education and Promotion Track, HEP): Students seeking a MPH degree with a health education and promotion emphasis can pursue a wide variety of high demand, high paying occupational options. These include, epidemiologist, disaster and emergency specialist, medical and health services managers, public health educator, public health nurse, medical social workers, to name a few. According to the US Bureau of Labor Statistics, the median pay in 2015 for an epidemiologist was \$69,450 per year and typically requires a master's degree for an entry level position. The job outlook for 2014-2024 is 6% growth (as fast as average). Utah data were not available for epidemiologist, however, for a statistician (a similar job category) the Utah median wage is \$73,830 with a 6.4% annual employment increase. Utah data for health educators show that the annual median wage to be \$42,950 with 20 annual openings per year. Medical and health service managers in Utah earn a median salary of \$90,120 with 150 annual openings. Healthcare social workers in Utah earn a median salary of \$54,740 with an expected 70 annual openings. Emergency management directors in Utah have a projected annual openings of 10 per year with an annual median income of \$64,190. It appears the demand in Utah for public health professionals is expecting higher than average growth rates. It is also expected that employers will seek applicants with advanced training, such as the MPH degree.

Veterinary Public Health (Department of Animal, Dairy, and Veterinary Science, ADVS): Veterinarians who receive an MPH degree can increase their ability to become board certified in Veterinary Preventive Medicine as well as seek employment opportunities in local, state, and federal, agricultural and environmental agencies among others (University of Iowa). In addition, there is a great need for public health professionals who can address the issues of animal to human infectious disease transmission (zoonotic diseases), food safety concerns, and emergency response to such outbreaks (The Ohio State University). According to Jones et al. (Nature, February 2008, Global trends in emerging infectious diseases), emerging

infectious diseases (EIDs) are a huge burden on global economies and public health. The authors identified 335 EIDs in global human populations between 1940 and 2005. These EID events have risen significantly over time and, of particular concern, 60.3% of EIDs are zoonotic diseases. Of the 60.3% that are zoonoses, 71.8% originate in wildlife. This emphasizes the important role that veterinarians may play in public health. Noteworthy examples of zoonotic EIDs include SARS (severe, acute respiratory syndrome), West Nile Virus, and Ebola virus. Veterinarians play a vital role in food safety because of the in depth knowledge of diseases such as Campylobacteriosis and Salmonellosis and the animals that may be infected and contaminate food supplies. According to the US Bureau of Labor Statistics, the median pay in 2015 for a veterinarian was \$88,490 in 2015 and requires a doctoral or professional degree. The job outlook for 2014-2024 is 9% growth (faster than average). In Utah the annual median pay is \$84,480 with projected annual openings of 30.

Applied Biostatistics and Epidemiology (Department of Mathematics and Statistics): Students in Mathematics and Statistics who complete a MPH degree in Applied Biostatistics and Epidemiology can look forward to excellent career opportunities in government, industry, and academia. The shortage of biostatisticians has been noted for decades, beginning with reports such as *Health Objectives for the Nation* and the *Seventh Report to the President and Congress on the Status of Health Personnel in the United States*. More recently, the Bureau of Labor Statistics projects demand for statisticians to grow 34 percent nationwide by 2024. Recent graduates from the Statistics program at USU have found positions with employers as diverse as pharmaceutical companies, university research groups, hospitals, and health-related industries.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Current undergraduate USU students in ADVS, HEP, and NDFS were surveyed about their interest in attending a USU MPH program in spring semester of 2016. It important to note that students have not been recruited into, or educated about the advantages of, an MPH degree at this point.

Public Health Nutrition: Seventy undergraduate NDFS students completed the graduate interest survey (44 dietetics students and 26 nutrition science students), 85% of which will be graduating in either 2016 or 2017. Eighty-six percent of students indicated an interest in pursuing graduate school at some point after completion of a bachelor's degree with 34% indicating they planned to apply to Utah State University. Of those who plan to apply to USU, 26% plan to pursue a Masters of Public Health. All students who indicated interest in pursuing an MPH degree were junior and senior dietetics students. When asked why they would select a Master's of Public Health students indicated because they are interested in international nutrition, advocacy of community health, and overall interest in the degree requirements.

Health Education and Promotion: A total of 62 HEP students completed the MPH interest survey. The majority planned on pursuing a graduate degree within 1-2 years of graduation (55%). The majority of HEP students were interested in an MPH degree with 36% indicating yes and 48% indicating maybe. Current students overall seem to have a strong interest in graduate education in general and the MPH specifically. The majority of students were interested in a blended/hybrid format (40%). Student's motivation to obtain an MPH degree include increased skill set (84%), increased salary (69%), and ability to apply to new professional positions (63%).

Veterinary Public Health: Of the ADVS students who responded (n=67), the majority of students were interested in obtaining an MPH at USU if offered, responding as maybe (67%) or yes (9%). The vast majority of ADVS students (82%) planned to begin a graduate program 1-2 years after graduation. Students desired a face-to face (54%) or a blended/hybrid (38%) program delivery format for the program. The majority of students stated they were likely or somewhat likely to apply if USU offered an MPH program. Students noted that increased prestige (92%), ability to apply for new professional positions (74%), and increased salary (66%) were motivators for pursuing the MPH degree.

With additional education and marketing concerning the value of an MPH degree, it is expected that student interest will increase beyond the level observed in these surveys.

Professional Interest Data: In addition to the student survey, NDFS, HEP, and ADVS programs sent out a Qualtrics survey to health professionals in Utah through various professional list serves, state organizations, industry, and coalitions to determine

the interest in a USU MPH program.

Public Health Nutrition: One hundred and five nutrition and dietetics professionals across Utah were surveyed to determine interest in obtaining a Master of Public Health degree from Utah State University. Of the professionals surveyed, 22% indicated they are interested in obtaining a MPH degree in the future and 42% indicated they were maybe interested in the MPH degree. Eighty percent of the individuals who expressed that they either are or maybe interested in obtaining an MPH degree expressed interest in attending Utah State University for graduate school. Professionals were most interested in applying for an MPH program that is offered online (48%), or blended/hybrid (34%) as opposed to an in person program (2%). If an online program were offered, 36% indicated they would be extremely likely to apply and 43% indicated they would be somewhat likely to apply to USU. Professionals indicated that their motivation to obtain an MPH included: to broaden skill sets (82%), an ability to apply for new professional positions (51%), and an increase in earning potential (46%).

Health Education and Promotion: A total of 108 health education professionals responded to the survey with 78% indicating they were full-time employees at the time of the survey. Most worked in either a public health setting (29%) or health care/clinical setting (37%). Of the 108 responding, 36% were interested in obtaining a MPH degree (n=40) while 27% indicated they were maybe interested (n=30). Both online only (46%) and blended/hybrid delivery (46%) were of most interest. Over half of the professionals indicated that their employer would offer tuition assistance (51%). Health professionals were interested in the MPH degree to increase salary (71%) and earning potential (70%), broaden skill set (70%), and an increased ability to apply for new professional positions (75%). If an online USU program were available, 43% noted they would be extremely likely to apply and 38% noted they would be somewhat likely to apply.

Veterinary Public Health: A total of 61 veterinarians responded to the survey. There are 346 veterinarians in the UVMA, for a response rate of 17.6%. A total of 17% were interested in obtaining an MPH while 40% indicated they may be interested. In terms of program delivery, 48% of responders were interested in fully online program and 45% were interested in a blended or hybrid format. Professionals would be motivated to obtain an MPH degree primarily to broaden their skill set (86%) and the ability to apply for new professional positions (66%).

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Within the intermountain west region, only the Colorado School of Public Health (CSPH) offers MPH specializations similar to those in this proposal, including health promotion/community health, public health nutrition, applied biostatistics, epidemiology, and animals, people, and the environment (e.g., vet science) along with 10 other track options. CSPH also offers both face to face and online degree programs. In addition, Idaho State University offers a general MPH degree that is available via on-line delivery. The ISU program does not provide the specializations proposed by USU.

In Utah, the University of Utah, Brigham Young University and Westminster currently offer the MPH degree. The University of Utah is the only USHE institution to offer the MPH degree. The U of U offers a general MPH program and several joint programs. In addition, they offer two graduate certificates, one in public health and another in global health. They also offer a Master's of Science in Public Health (MSPH) for those interested in research/thesis option and a PHD in public health. The most recent self-study (2014, p.161) indicates for the general MPH program (vs. the joint programs noted above) that approximately 39-55 students were accepted into the program for 2011-2014 each year and 26-39 students enrolled, depending on the year. The applicant pool ranged from 49-69 for 2011-2014. As of 2016, the MPH program has been approved to be a Western Regional Graduate Program. An initial meeting was held with the U of U MPH leadership team on August 9, 2016. The outcome of the meeting was positive with support expressed for the USU MPH proposal. Meetings are being scheduled between U of U and USU MPH leaders and faculty to exchange ideas and look for ways to collaborate, promote educational efficiencies, and avoid duplication of services. The two programs will be complementary in serving different audiences with different needs.

The MPH program at BYU is a general program with a focus on health promotion. Students already accepted into the program can work toward a global health certificate should they chose to do so. Due to the school mandate that BYU focus on undergraduate education, the university caps the MPH to no more than 17 students admitted per year out of 40-50 applications.

In addition, typical student acceptance rate per year is between 12-13 based on acceptance criteria with another 5 students wait-listed if the initial applicants do not attend. The BYU MPH program only offers face to face delivery and has no current plans to expand to online instruction.

Westminster College offers a general MPH degree and a Certificate in Public Health. Based on the most recent Council on Education for Public Health (CEPH) self-study (2011, p.134) for 2008-2011 application rates ranged from a high of 24 to a low of 15. Acceptance rates ranged from 24-14 and enrollment rates ranged from 22-13 for these same years.

Utah State University is in a unique position to offer a valued and needed professional degree to citizens throughout rural and under served areas of Utah by fully taking advantage of USU's Regional Campus system. As referenced above, students and professionals surveyed expressed interest in a distance education MPH program with specialized tracks in public health nutrition, health education and promotion, veterinary public health, and applied biostatistics and epidemiology.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in highereducation.utah.gov/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The designated service areas for Utah State University include Cache, Rich, Box Elder, Duchesne, Uintah, Daggett, Tooele, Emery, Carbon, Grand, and San Juan counties. It is noted in section 4.1 of the R315 Service Area Principles that, "selected off-campus graduate programs are offered by universities at centers and branch campuses through university centers and distance learning technologies." In that spirit, USU maintains education centers in all Utah counties where non-duplicative, distance delivered graduate and undergraduate degree programs are offered per R315 policy. USU will coordinate with other USHE institutions to offer the MPH in their service regions as appropriate and in accordance with R315. Based on input from prospective students (especially those who are already working professionals) it is probable that the delivery mode will need to be fully online for some tracks. In section 4.8.1 of the Service Area Principles it further states, "Courses or programs delivered via technology in asynchronous faculty-student interaction (fully 'on-line' programs) are exceptions to the geographic service area designations."

The proposed USU MPH program will have little impact on the University of Utah's ability to recruit and retain high quality MPH students for several reasons. First, it appears that BYU and Westminster having MPH programs in the Wasatch Front area has had little to no impact on student enrollment at the U of U with recent enrollment rates ranging from 39-26 for 2011-2014 with no significant decline (Self-study, 2014). Second, the USU program will be a Regional Campus program and thus be able to recruit students from USU's designated service areas. Third, U of U, BYU, ISU, and Westminster all offer a general MPH program. Finally, it is hoped that the USU MPH program will become a meaningful feeder program into the U of U's PhD program in Public Health.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

Professional accreditation will be sought through the Council on Education for Public Health (CEPH). Based on CEPH criteria, the USU MPH program could not apply for accreditation until the program has been accepting students for a minimum of three years. Upon accreditation, students having attended and graduated from the USU program would be retroactively considered to be graduates from an accredited program. As of 2016 the CEPH fee schedule is as follows:*

Application Fee: \$2500

Accreditation Review Fee: \$3000

Annual Support Fee: \$3275

Consultation Visit Fee: \$750-\$1750

*Cost may increase if additional reviews or consultations are needed.

Prior to obtaining full accreditation, USU will join the Association of Accredited Public Health Programs (AAPHP) as an associate member. The mission of AAPHP is to "enhance the public's health by fostering and promoting CEPH accreditation for MPH programs for the development of the public health workforce" (www.aaphp.org). AAPHP will provide numerous consulting and mentoring resources as USU moves toward full CEPH accreditation.

Annual Dues for AAPHP Membership: \$500

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Graduation standards and required number of credits will be consistent with accreditation expectations established by the Council on Education for Public Health (CEPH). In accordance with current CEPH standards, students in the USU MPH program will be required to complete 42 semester credit hours. All students will complete a common 15 credit public health core, and in addition will complete 15-18 required credits within a selected track (health promotion and education, nutrition and dietetics, veterinary public health, or applied biostatistics and epidemiology) and 9-12 credits of electives within the selected track. A 3.0 GPA or higher, and successful completion of appropriate coursework and capstone experiences will be required for graduation.

Admission Requirements

List admission requirements specific to the proposed program.

Students must meet some departmental requirements, in addition to requirements of the School of Graduate Studies, as shown at: <http://www.usu.edu/graduateschool/apply/>. Applicants must attain Graduate Record Examination (GRE) scores at the 40th percentile minimum on the Verbal, Quantitative, and Analytical Writing tests, and must have a 3.0 or higher GPA for the last 60 semester (90 quarter) credit hours. Once admitted, students are required to maintain enrollment as follows: Registered for 9 or more graduate credits or enrollment in at least 3 credits per semester in order to use University facilities and receive direction (including thesis or project report direction) from their major professor. Enrollment in at least 6 credits per semester if receiving an assistantship or fellowship from Utah State University.

Candidates for MPH graduate study must have adequate undergraduate training for the specific departmental MPH program they are applying to and must meet departmental requirements, in addition to requirements of the School of Graduate Studies, as shown at: <http://www.usu.edu/graduateschool/apply/>. The Public Health Nutrition MPH in the Department of Nutrition, Dietetics, and Food Sciences requires an undergraduate background in chemistry, biochemistry, mathematics, statistics, biology and nutrition. The Health Education and Promotion MPH in the Department of Kinesiology and Health Sciences requires an undergraduate degree with a background in program planning and evaluation, epidemiology, community health, and statistics. The Veterinary Public Health MPH in the Department of Animal, Dairy and Veterinary Sciences requires either an undergraduate degree with a background in biochemistry, chemistry, biology, mathematics, statistics, and animal disease, or a Doctor of Veterinary Medicine degree from an accredited veterinary college. The Applied Biostatistics and Epidemiology track in the Department of Mathematics and Statistics accepts students with an undergraduate degree in statistics, mathematics, or a wide variety of other disciplines, including the biological and social sciences. An advanced undergraduate class in probability and mathematical statistics and a class in linear algebra are desirable.

Prior coursework in public health is desirable for each of the MPH programs. Students may be accepted into the MPH graduate program with deficiencies in these areas; however, their supervisory committee will require that competencies equivalent to a BS degree in the department of study be obtained as part of the program of study.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

A twelve month MPH Director position will be established. The Director will have responsibility for program administration, accreditation, program marketing, faculty support, enrollment and retention initiatives, and other duties (65% administration, 25% teaching, 10% service). The MPH Director will be a tenured faculty member in one of the participating departments with a direct reporting line to the Deans of the Emma Eccles Jones College of Education and Human Services, the College of Agriculture and Applied Sciences, and the College of Science. A MPH Program Coordinator position will be established for each specialization (Public Health Nutrition, Health Education and Promotion, Veterinary Public Health, and Applied Biostatistics and Epidemiology) and together the Coordinators will form a MPH Steering Committee. The Steering Committee will work directly with the MPH Director to ensure overall program rigor, cohesiveness, institutional integration, and compliance with accreditation and institutional expectations. To promote coordination and system wide program cohesiveness, the MPH Director will regularly report to Deans and Department Heads of participating colleges and departments, and to the Vice President for Research and Graduate Studies. The MPH Director will be supported by a full-time staff assistant.

Current administrative structures including the Office of Research and Graduate Studies as well as existing college and departmental infrastructures will provide support for this program. The four proposed MPH specializations will be integrated, interdisciplinary programs with faculty assignments and supervision, course scheduling, and other functions administered through the departments of (1) Nutrition, Dietetics, and Food Sciences, (2) Kinesiology and Health Science, (3) Animal, Dairy, and Veterinary Sciences, and (4) Mathematics and Statistics. Staff resources for graduate program coordination are already in place within each participating department. The proposed MPH specializations will have minimal impact on the delivery of undergraduate courses within participating departments. Some of the courses currently being taught, that will be part of this program, are open to advanced undergraduate students but this slight increase in offerings for undergraduates will be the only impact on undergraduate programs.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Across the USU system there are numerous faculty and courses in place that are consistent with MPH program expectations. A concerted effort has been made over the past year to identify and assess faculty expertise and interest in participating in the proposed MPH program. Overall, the level of enthusiasm has been very high. Existing faculty are detailed in Appendix C.

After careful review of institutional capacity, it has been determined that four new faculty lines will be necessary to cover all program content/learning competencies expected of MPH programs. All four new faculty hires will hold terminal degrees and be tenure track appointments. The new faculty will provide expertise in: Health Administration/Systems; Population Health; Dietetics and Nutrition; and Veterinary Public Health.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

It will be essential to establish a MPH Director position for this program. Data collection, self-studies, marketing, recruitment, retention, and other duties associated with accreditation and institutional expectations will be substantial. It is proposed that a current faculty member move from a 9 month academic year appointment to a 12-month fiscal year appointment to assume these duties. The reduced teaching load for this faculty member can be covered through a combination of existing resources and new faculty lines.

Advising, lab aides, and other support functions associated with delivery of the MPH program will be provided by existing staff within participating colleges and departments. It is anticipated that one new full-time staff assistant will be needed to support the MPH Director in relation to program administration, data collection, marketing, accreditation management, and other duties.

Student Advisement

Describe how students in the proposed program will be advised.

Each MPH student will be assigned a major professor in the student's discipline. The major professor along with two other USU MPH graduate faculty members will comprise a supervisory committee that will advise and approve the student's program of study, supervise the student's progress, oversee practicum and field work experiences, and conduct final capstone assessments of the student's work.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

No additional library resources will be needed to support the MPH program. Key journals in the core disciplines of Public Health and related fields are available digitally at USU's library including biostatistics, epidemiology, environmental health, health behavior, health care policy and economics, biology, veterinary sciences, and medicine. Students and faculty also have rapid access to publications via interlibrary loan and internet resources.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The MPH program will be administered by an MPH Director, and a MPH Steering Committee made up of MPH Program Coordinators from each participating department. To ensure that the program is successful, the MPH Director and Steering Committee will utilize the following standards and assessments in the development, administration, and ongoing evaluation of the program:

As mentioned previously, the USU MPH program will seek accreditation through CEPH which is the only independent agency recognized to accredit graduate schools and programs of public health. The USU MPH program will be accredited as a program with multiple tracks rather than as a school of public health. The public health school or program must be part of an institution of higher education that is itself accredited. Utah State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). As part of the accreditation process, the program will go through an intense CEPH review process that will include an exhaustive self-study, site visits, consultations, and five-year re-accreditation reviews.

The Curriculum Committee of each department is involved in course development and evaluation on an ongoing basis. Input from the faculty of each department will be sought by the Curriculum Committee to ensure that courses and curricula are adjusted as needed to meet the current skills and training required by those industries and institutions hiring graduates of USU MPH programs.

The Graduate Programs Committee in each department will perform a comprehensive review of the MPH program at approximately 5 year intervals as mandated by the School of Graduate Studies. The reviews will include surveys of current students, alumni, and employers of MPH graduates and reviews of comparable institutions.

In accordance with the Utah State Board of Regents Policy R411, departmental reviews will be periodically conducted to assess and improve educational standards. The MPH program would be subject to the same reviews. The USU Provost's Office will administer the review and there are two components to the review: a department self-study and an on-site department visit by an accreditation team. The department self-study will be at least once every 7 years and will include missions and goals, program descriptions, all degrees offered, support functions and outreach efforts. The review committee will consist of at least one Utah State University faculty member and two, off-campus experts in the departmental discipline under review.

Each department at USU has instituted the policy of having every course evaluated by students each time it is offered. Each course taught in the MPH program will be subject to the same student assessment. The IDEA system of course and teacher evaluation is used by Utah State University. It was implemented in 2011. It is a statistical, science-based assessment program that relies on an extensive, nationwide repository of course evaluation data. The system allows students to evaluate the quality of the course, the teacher, and the perceived progress toward instructor-selected course objectives. The IDEA system takes the raw course evaluation scores as input values and converts them to a normalized evaluation score by comparing to other course evaluations from the nationwide IDEA database. A score of 50 is average (scores between 45 and 55 are statistically identical and 40 % of courses are in this category). Courses with scores below 45 are below average (30% of courses) and courses with scores above 55 are above average (the final 30% of courses).

In addition, each graduating MPH student will be asked to take an exit survey via Qualtrics. The department head of each department in which there are MPH students will conduct an oral exit interview at or around the time that the students finish their degree.

Each department may also choose to have periodic Program Coordinator meetings (weekly or biweekly, for example) to evaluate the effectiveness of the MPH program on an ongoing basis.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Core and elective courses are being developed according to current CEPH guidelines. As currently conceptualized by CEPH, competencies in the five traditional core areas of public health (the core courses that all MPH students take), and seven interdisciplinary/cross-cutting areas, are the baseline skills in which graduating MPH students will be required to demonstrate competence. The five core areas are biostatistics, environmental health, epidemiology, health policy and management, and social and behavioral sciences. The seven interdisciplinary areas are communication and informatics, diversity and culture, leadership, professionalism, program planning, public health biology, and systems thinking. A document produced by the Association of Schools and Programs in Public Health (ASPPH) describes in detail the competencies to be mastered in each core and interdisciplinary area (http://www.aspph.org/app/uploads/2014/04/Version2.31_FINAL.pdf). Following CEPH and ASPPH guidelines, a comprehensive course/competency matrix will be used to ensure that each competency is adequately covered within the USU MPH curriculum, and to develop evaluative methods for demonstrating mastery for each competency. As appropriate, formative and summative assessment measures for each competency may include: mastery exams, class performance, evaluations and assignments, practicum evaluations, focus groups, presentations, fieldwork, and surveys.

A very important part of the MPH program is the practicum project. The project is expected to take place in the second year of the MPH at the earliest with occasional exceptions. The practicum project may take place after the student works with their advisor to pick an appropriate project of public health significance. A minimum of 200 hours of work on the project is required. A written proposal will be submitted to the student's Supervisory Committee before the student works on the project. At the end of the project, the student will present an oral or poster presentation of the project and will write a paper describing it. Off-campus students may present the project via IVC or at USU distance learning sites. In some cases, a research and thesis option is available to the student. This depends on the department and must be approved by the student's Supervisory Committee of and the USU graduate school.

Upon completion of the USU MPH, students will be fully qualified for professional level employment within their respective

public health discipline.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

| | | Course Number | NEW Course | Course Title | Credit Hours |
|---|-----------------------|---------------|------------|---|--------------|
| General Education Courses (list specific courses if recommended for this program on Degree Map) | | | | | |
| General Education Credit Hour Sub-Total | | | | | |
| Required Courses | | | | | |
| <input type="radio"/> | <input type="radio"/> | | | MPH CORE COURSES | |
| <input type="radio"/> | <input type="radio"/> | NDFS 6200 | | Epidemiologic Methods | 3 |
| <input type="radio"/> | <input type="radio"/> | STAT 5500 | | Biostatistics Methods | 3 |
| <input type="radio"/> | <input type="radio"/> | ADVS 6XXX | X | Environmental Health | 3 |
| <input type="radio"/> | <input type="radio"/> | HEP 6200 | X | Health Administration and Organizations | 3 |
| <input type="radio"/> | <input type="radio"/> | HEP 6800 | | Health Behavior | 3 |
| Choose _____ of the following courses: | | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| Required Course Credit Hour Sub-Total | | | | | 15 |
| Elective Courses | | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| Choose _____ of the following courses: | | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| Choose _____ of the following courses: | | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| Elective Credit Hour Sub-Total | | | | | 0 |
| Core Curriculum Credit Hour Sub-Total | | | | | 15 |

Can students complete this degree without emphases? Yes or ☒ No

| | | Course Number | NEW Course | Course Title | Credit Hours |
|-----------------------|-----------------------|-------------------------|------------|----------------------------------|--------------|
| Name of Emphasis: | | Public Health Nutrition | | | |
| <input type="radio"/> | <input type="radio"/> | NDFS 6210 | | Advanced Public Health Nutrition | 3 |
| <input type="radio"/> | <input type="radio"/> | NDFS 6600 | | Current Topics in Obesity | 3 |

| | Course Number | NEW Course | Course Title | Credit Hours |
|---|----------------------|------------|---|--------------|
| <input type="radio"/> + <input type="radio"/> - | NDFS 6230 | | Communication of Current Topics in Nutrition | 3 |
| <input type="radio"/> + <input type="radio"/> - | NDFS 7800 | | Graduate Seminar | 1 |
| <input type="radio"/> + <input type="radio"/> - | NDFS 6970/6900 | | Thesis Research or Special Problems MPH Capstone Report | 6 |
| <input type="radio"/> + <input type="radio"/> - | NDFS 6XXX | × | Public Health Seminar | 2 |
| Choose 4 of the following courses: | | | | |
| <input type="radio"/> + <input type="radio"/> - | NDFS 6XXX | × | Food Security and Hunger | 1 |
| <input type="radio"/> + <input type="radio"/> - | NDFS 6XXX | × | Nutritional Neurobiology | 3 |
| <input type="radio"/> + <input type="radio"/> - | NDFS 6410 | | Nutrient Gene Interaction | 3 |
| <input type="radio"/> + <input type="radio"/> - | NDFS 5310 | | Fundamentals of Nutrition Research | 3 |
| <input type="radio"/> + <input type="radio"/> - | HEP 6000 | × | Advanced Program Planning and Evaluation | 3 |
| <input type="radio"/> + <input type="radio"/> - | HEP 5400 | | Prevention Strategies for Obesity and Disordered Eating | 3 |
| <input type="radio"/> + <input type="radio"/> - | HEP 6400 | × | Policy, Leadership, Systems, and Advocacy in Public Health | 3 |
| <input type="radio"/> + <input type="radio"/> - | HEP 6350 | × | Social Determinants of Health | 3 |
| <input type="radio"/> + <input type="radio"/> - | NDFS 6XXX | × | Counseling and Motivational Interviewing for Health Professionals | 3 |
| <input type="radio"/> + <input type="radio"/> - | STAT 6XXX | × | Statistical Methods for Big Data | 2 |
| <input type="radio"/> + <input type="radio"/> - | STAT 5XXX | × | SAS Certification | 2 |
| <input type="radio"/> + <input type="radio"/> - | | | | |
| Emphasis Credit Hour Sub-Total | | | | 26 |
| Total Number of Credits to Complete Program | | | | 41 |
| | Remove this emphasis | | | |

| | Course Number | NEW Course | Course Title | Credit Hours |
|---|-------------------|------------|--|--------------|
| | Name of Emphasis: | | Health Education and Promotion | |
| <input type="radio"/> + <input type="radio"/> - | HEP 6000 | × | Advanced Program Planning and Evaluation | 3 |
| <input type="radio"/> + <input type="radio"/> - | HEP 6400 | × | Policy, Leadership, Systems, and Advocacy in Public Health | 3 |
| <input type="radio"/> + <input type="radio"/> - | HEP 6350 | × | Social Determinants of Health | 3 |
| <input type="radio"/> + <input type="radio"/> - | HEP 6550 | × | Qualitative Methods for Public Health | 3 |
| <input type="radio"/> + <input type="radio"/> - | HEP 6450 | × | Social Epidemiology | 3 |
| <input type="radio"/> + <input type="radio"/> - | HEP 6600/HEP6970 | × | Practicum or Thesis | 3 |

| | Course Number | NEW Course | Course Title | Credit Hours |
|---|----------------------|------------|---|--------------|
| Choose 5 of the following courses: | | | | |
| <input type="radio"/> <input type="radio"/> | HEP 5200 | | Foundations of Global Health | 3 |
| <input type="radio"/> <input type="radio"/> | ADVS 6XXX | × | One Health: People, Animals, and the Environment | 3 |
| <input type="radio"/> <input type="radio"/> | NDFS 6600 | | Current Topics in Obesity | 3 |
| <input type="radio"/> <input type="radio"/> | ADVS 6XXX | × | Introduction to Public Health | 3 |
| <input type="radio"/> <input type="radio"/> | ADVS 6XXX | × | New and Emerging Diseases | 3 |
| <input type="radio"/> <input type="radio"/> | STAT 5XXX | × | Introduction to R | 1 |
| <input type="radio"/> <input type="radio"/> | MGT 6500 | | Managing Individuals and Groups | 3 |
| <input type="radio"/> <input type="radio"/> | STAT 5XXX | × | SAS Certification | 2 |
| <input type="radio"/> <input type="radio"/> | STAT 6XXX | × | Bioinformatics | 2 |
| <input type="radio"/> <input type="radio"/> | STAT 6XXX | × | Statistical Methods for Big Data | 2 |
| <input type="radio"/> <input type="radio"/> | NDFS 6XXX | × | Food Insecurity and Hunger | 1 |
| <input type="radio"/> <input type="radio"/> | NDFS 6XXX | × | Counseling and Motivational Interviewing for Health Professionals | 3 |
| <input type="radio"/> <input type="radio"/> | | | | |
| Emphasis Credit Hour Sub-Total | | | | 26 |
| Total Number of Credits to Complete Program | | | | 41 |
| | Remove this emphasis | | | |

| | Course Number | NEW Course | Course Title | Credit Hours |
|---|----------------------|------------|---|--------------|
| | Name of Emphasis: | | Veterinary Public Health | |
| <input type="radio"/> <input type="radio"/> | ADVS 6XXX | × | One Health: People, Animals and the Environment | 3 |
| <input type="radio"/> <input type="radio"/> | ADVS 6XXX | × | Introduction to Public Health | 3 |
| <input type="radio"/> <input type="radio"/> | ADVS 6XXX | | Zoonotic Diseases | 3 |
| <input type="radio"/> <input type="radio"/> | ADVS 6XXX | × | MPH Practicum or Thesis | 3 |
| Choose 6 of the following courses: | | | | |
| <input type="radio"/> <input type="radio"/> | ADVS 6XXX | × | Ecology | 1 |
| <input type="radio"/> <input type="radio"/> | ADVS 6XXX | × | Genetics & Epigenetics of Cancer and Aging | 3 |
| <input type="radio"/> <input type="radio"/> | ADVS 6XXX | × | Developmental & Reproductive Toxicology | 3 |
| <input type="radio"/> <input type="radio"/> | ADVS 7236/VM 7536 | | Veterinary Bacteriology | 4 |
| <input type="radio"/> <input type="radio"/> | ADVS 6XXX | × | Applied Veterinary Epidemiology | 3 |
| <input type="radio"/> <input type="radio"/> | ADVS 6XXX | × | New and Emerging Diseases | 3 |
| <input type="radio"/> <input type="radio"/> | STAT 5XXX/6XXX | × | Bioinformatics | 2 |
| <input type="radio"/> <input type="radio"/> | | | | |
| Emphasis Credit Hour Sub-Total | | | | 29 |
| Total Number of Credits to Complete Program | | | | 44 |
| | Remove this emphasis | | | |

| | Course Number | NEW Course | Course Title | Credit Hours |
|---|-------------------|-------------------------------------|---|--------------|
| | Name of Emphasis: | | Applied Biostatistics and Epidemiology | |
| <input type="radio"/> + <input type="radio"/> - | STAT 5XXX | <input checked="" type="checkbox"/> | Introduction to R | 1 |
| <input type="radio"/> + <input type="radio"/> - | STAT 6XXX | <input checked="" type="checkbox"/> | Advanced R | 2 |
| <input type="radio"/> + <input type="radio"/> - | STAT 5XXX | <input checked="" type="checkbox"/> | SAS Certification | 2 |
| <input type="radio"/> + <input type="radio"/> - | STAT 5XXX/6XXX | <input checked="" type="checkbox"/> | Longitudinal Data and Survival Analysis | 2 |
| <input type="radio"/> + <input type="radio"/> - | STAT 6XXX | <input checked="" type="checkbox"/> | Thesis/Capstone | 6 |
| Choose 7 of the following courses: | | | | |
| <input type="radio"/> + <input type="radio"/> - | STAT 5120 | | Categorical Data Analysis | 3 |
| <input type="radio"/> + <input type="radio"/> - | STAT 5XXX/6XXX | <input checked="" type="checkbox"/> | Statistical Genetics | 2 |
| <input type="radio"/> + <input type="radio"/> - | STAT 5XXX/6XXX | <input checked="" type="checkbox"/> | Bioinformatics | 2 |
| <input type="radio"/> + <input type="radio"/> - | STAT 5600 | | Multivariate Data Analysis | 3 |
| <input type="radio"/> + <input type="radio"/> - | STAT 5XXX | <input checked="" type="checkbox"/> | Data Visualization 1 | 2 |
| <input type="radio"/> + <input type="radio"/> - | STAT 6XXX | <input checked="" type="checkbox"/> | Data Visualization 2 | 2 |
| <input type="radio"/> + <input type="radio"/> - | STAT 5100 | | Applied Regression | 3 |
| <input type="radio"/> + <input type="radio"/> - | STAT 5XXX/6XXX | <input checked="" type="checkbox"/> | Statistical Methods for Big Data | 2 |
| <input type="radio"/> + <input type="radio"/> - | | | | |
| Emphasis Credit Hour Sub-Total | | | | 29 |
| Total Number of Credits to Complete Program | | | | 44 |
| Remove this emphasis | | | | |

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The MPH degree is designed to meet the accreditation requirements of the Council on Education for Public Health (CEPH, at <http://ceph.org/>) The MPH requires a minimum of 42 semester credit hours including 15 credits of required core courses, common to all degree options, departmental required courses, elective courses, seminars, and credits for the Plan A, Plan B, or Professional degree options described below. (Discrepancies in required credit hours as listed above in Appendix A for each specialization are a function of the table formulas, but each specialization will require at least 42 semester credits.)

Plan A option: Requires preparation of a thesis, and 6 to 15 thesis credits. The semester(s) during which a student registers for thesis credit should correspond as closely as possible to the semester(s) in which the thesis work is done and faculty supervision is provided. The thesis for a Plan A master's degree is to be a contribution to the field of knowledge based on the student's own research, or a treatment and presentation of known subject matter from a new perspective. The student and major professor should decide upon a problem or subject for the thesis study by the end of the student's second semester of graduate study.

Plan B option: Requires the production of a scholarly paper and completion of 2-3 credits of thesis research. The Plan B paper is usually a review of literature based on inquiry, systematic research, and analytic critique of the findings. The summary and conclusions developed should enhance knowledge in the discipline. Plan B papers and reports should follow the same format specifications as theses and dissertations and are expected to reflect equivalent scholarship standards, even though they may be less intensive and not demand the originality of a Plan A thesis. Plan B papers are defended but are not reviewed by the Graduate School or signed by the dean of graduate studies. Plan B papers must be submitted to the Merrill-Cazier

Library.

Professional degree: A master's degree option with no thesis or Plan B paper is available. Those seeking professional degrees must complete a supervised field or professional experience, write a capstone paper about it, and give a presentation on it to the department in which the student is enrolled. Students should contact their advisor early in their program to outline an acceptable project and to be certain that all degree requirements will be met and that all appropriate paperwork has been sent to the School of Graduate Studies.

It is anticipated that the majority of USU MPH students will choose the professional degree option.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

| | # Tenured | # Tenure -Track | # Non -Tenure Track | |
|---------------------------------------|-----------|-----------------|---------------------|--|
| Faculty: Full Time with Doctorate | 54 | 20 | 16 | |
| Faculty: Part Time with Doctorate | 3 | 0 | 0 | |
| Faculty: Full Time with Masters | 4 | 0 | 13 | |
| Faculty: Part Time with Masters | 0 | 0 | 1 | |
| Faculty: Full Time with Baccalaureate | 0 | 0 | 2 | |
| Faculty: Part Time with Baccalaureate | 0 | 0 | 0 | |
| Teaching / Graduate Assistants | / / / / / | / / / / / | 104 | |
| Staff: Full Time | | | 71 | |
| Staff: Part Time | | | 21 | |

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

| | First Name | Last Name | Tenure (T) / Tenure Track (TT) / Other | Degree | Institution where Credential was Earned | Est. % of time faculty member will dedicate to proposed program. | If "Other," describe |
|-------------------|-------------|-----------|---|--------------|---|--|-----------------------|
| Full Time Faculty | | | | | | | |
| | Craig | Day | Other | PhD | Utah State University | 18% | Research Faculty + |
| | Jane | Kelly | Other | DVM, MS, M + | North Carolina State, USU, U. of Iowa | 20% | Clinical Associate + |
| | Ralph | Meyer | T | PhD | U Kaiserslautern; German Cancer Research Center | 15% | Associate Professor + |
| | Mirella | Meyer | Other | PhD | Ederhard Karls Univ | 40% | Research Faculty + |
| | Kerry | Rood | T | MS, DVM | Utah State University, Kansas State University | 10% | Associate Professor + |
| | Bart | Tarbet | T | DVM | University of Delaware | 20% | Research Associate + |
| | Young-Min | Lee | TT | PhD | Johns Hopkins University | 15% | Research Associate + |
| | Zhongde | Wang | TT | PhD | University of Massachusetts | 25% | Associate Professor + |
| | Julie | Gast | T | PhD | Southern Illinois Univ. at Carbondale | 30% | Professor |
| | Steve | Hawks | T | EdD | Brigham Young University | 15% | Professor |
| | Phillip | Waite | T | PhD | University of Utah | 15% | Professor |
| | Maya | Miyairi | TT | Phd | University of Utah | 5% | Assistant Professor + |
| | Travis | Peterson | T | PhD | Brigham Young University | 5% | Professor |
| | Christopher | Corcoran | T | ScD | Harvard University | 10% | Professor |
| | Richard | Cutler | T | PhD | University of California, Berkeley | 15% | Professor |
| | Adele | Cutler | T | PhD | University of California, Berkeley | 20% | Professor |
| | John | Stephens | T | PhD | Purdue | 15% | Professor |
| | Sheryl | Aguilar | TT | RD, MS | | 25% | Clinical Associate + |
| | Martha | Archuleta | T | RD, PhD | | 20% | Professor |

| | First Name | Last Name | Tenure (T) / Tenure Track (TT) / Other | Degree | Institution where Credential was Earned | Est. % of time faculty member will dedicate to proposed program. | If "Other," describe |
|-------------------|------------|---------------|--|-----------------|--|--|-------------------------|
| | Clara | Cho | TT | PhD | University of Toronto, Cornell Univ. | 25% | Assistant Pr + |
| | Carrie | Durward | TT | RD, PhD | Penn State University | 25% | Assistant Pr + |
| | Korry | Hinze | T | PhD | North Dakota State University | 25% | Associate Pr + |
| | Ronald | Munger | T | MPH, PhD | University of Washington | 75% | Professor |
| | Michael | LeFevre | T | PhD | University of California, Davis | 20% | Professor |
| | Mateja | Savoie-Roskos | TT | RD, MPH, P + | University of North Dakota, Idaho State University, Utah State University | 50% | Clinical Assi + |
| | Tamara | Steinitz | T | RD, MS | Utah State University | 20% | Clinical Assc + |
| | Heidi | Weingreen | T | RD, PhD | Utah State University | 40% | Associate Pr + |
| | Daniel | Coster | T | PhD | University of California, Berkeley | 5% | Professor |
| | Guifang | Fu | TT | PhD | Penn State University | 10% | Assistant Pr + |
| | Juergen | Symanzik | T | PhD | Iowa State | 15% | Professor |
| | | | | | | | |
| Part Time Faculty | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

| | # Tenured | # Tenure -Track | # Non -Tenure Track | Academic or Industry Credentials Needed | Est. % of time to be dedicated to proposed program. |
|---------------------------------------|-----------|-----------------|------------------------|---|---|
| Faculty: Full Time with Doctorate | | 4 | | Health Administration/Management TT Logan (KHS, year 1); + | 100 |
| Faculty: Part Time with Doctorate | | | | | |
| Faculty: Full Time with Masters | | | | | |
| Faculty: Part Time with Masters | | | | | |
| Faculty: Full Time with Baccalaureate | | | | | |
| Faculty: Part Time with Baccalaureate | | | | | |
| Teaching / Graduate Assistants | | | | | |
| Staff: Full Time | 1 | | 1 | MPH Director (tenured); Program Staff Assistant | 100 |
| Staff: Part Time | | | | | |

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

| Three Year Projection: Program Participation and Department Budget | | | | | | |
|--|---|--|--|--|--------|--------|
| | Year Preceding Implementation | New Program | | | | |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Student Data | | | | | | |
| # of Majors in Department | 3,119 | 3,213 | 3,309 | 3,408 | 3,510 | 3,615 |
| # of Majors in Proposed Program(s) | //// | 15 | 45 | 60 | 60 | 60 |
| # of Graduates from Department | 488 | 503 | 518 | 533 | 549 | 566 |
| # Graduates in New Program(s) | //// | | 15 | 30 | 30 | 30 |
| Department Financial Data | | | | | | |
| | Department Budget | | | | | |
| | | Year 1 | Year 2 | Year 3 | | |
| <i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i> | Year Preceding Implementation (Base Budget) | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | | |
| EXPENSES – nature of additional costs required for proposed program(s) | | | | | | |
| <i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i> | | | | | | |
| Personnel (Faculty & Staff Salary & Benefits) | \$6,460,005 | \$302,200 | \$400,200 | \$512,200 | | |
| Operating Expenses (equipment, travel, resources) | \$1,206,592 | \$6,500 | \$12,250 | \$6,500 | | |
| Other: Distance Delivery Course Conversion/Course Development | | \$21,000 | \$21,000 | | | |
| TOTAL PROGRAM EXPENSES | //// | \$329,700 | \$433,450 | \$518,700 | | |
| TOTAL EXPENSES | \$7,666,597 | \$7,996,297 | \$8,100,047 | \$8,185,297 | | |
| FUNDING – source of funding to cover additional costs generated by proposed program(s) | | | | | | |
| <i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i> | | | | | | |
| Internal Reallocation | | \$213,862 | \$72,035 | \$17,538 | | |
| Appropriation | \$7,666,597 | | | | | |
| Special Legislative Appropriation | | | | | | |
| Grants and Contracts | | | | | | |
| Special Fees | | | | | | |
| Tuition | | \$115,838 | \$361,415 | \$501,162 | | |
| Differential Tuition (requires Regents approval) | | | | | | |
| PROPOSED PROGRAM FUNDING | //// | \$329,700 | \$433,450 | \$518,700 | | |
| TOTAL DEPARTMENT FUNDING | \$7,666,597 | \$7,996,297 | \$8,100,047 | \$8,185,297 | | |
| Difference | | | | | | |
| Funding - Expense | \$0 | \$0 | \$0 | \$0 | | |

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

New Ongoing Faculty/Staff Expenses

Health Administration Faculty Member (KHS, tenure-track, salary and benefits): \$105,000 (beginning year 1)

Population Health Faculty Member (KHS, tenure-track, salary and benefits): \$105,000 (beginning year 1)

Dietetics Faculty Member (NDFS, tenure-track, salary and benefits): \$98,000 (beginning year 2)

Veterinary Medicine Faculty Position (ADVS, tenure-track, salary and benefits): \$112,000 (beginning year 3)

Staff Assistant (salary and benefits): \$59,200 (beginning year 1)

MPH Director* (salary and benefits): \$33,000 (beginning year 1)

*The MPH Director position will result from the conversion of an existing 9 month faculty salary (academic year) to a 12 month administrative salary year (fiscal year). The reduced teaching load for the Director position will be covered by the two new faculty lines in Kinesiology and Health Science.

One Time Accreditation and Course Development Costs in Yrs 1-3

Accreditation Related Travel: \$4,000 per year, yrs 1-3

Annual CEPH Application Fee: \$2,500 per year, yrs 1-3

Self-Study Document Review \$3,000 in year 2

Consultation Site Visits* \$2,750 in year 2

Distance Delivery Course Conversion \$42,000 (\$1,000/credit for 42 credits split between yrs 1-2)

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

In conjunction with participating Departments and Colleges, the Provost's Office has identified funding via internal reallocations to recruit new faculty and meet one-time expenses as outlined above. The MPH program has been identified as a priority for inclusion in the Market Demand Programs Initiative request that will be submitted to the Utah State Legislature for funding consideration in the upcoming session.

Academic Instructional Services (AIS) will provide financial support for course conversion to online delivery formats based on specific needs of each course.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

The number of students in the program when fully enrolled will generate substantial tuition revenue that will help defray program costs. Based on strong anticipated student demand as detailed in Section III, each participating department will accept 5 new students in year one, and 10 students in subsequent years (30 new students per year across departments). At 42 credits, most students will take two years to complete the MPH (60 students total in the program by year 3). Based on the USU tuition table for resident graduate students, and assuming a 4% annual increase in tuition for years 2-3, the program will generate tuition revenues as follows:

Year 1: 15 students (10 credits fall, 11 credits spring) = \$115,838

Year 2: 45 students (10 credits fall, 11 credits spring) = \$361,415

Year 3: 60 students (10 credits fall, 11 credits spring) = \$501,162

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Bachelor of Science in Nursing

Issue

Utah State University (USU) requests approval to offer a Bachelor of Science in Nursing effective Fall Semester, 2017. The proposed program was approved by the institutional Board of Trustees January 6, 2017.

Background

According to the U.S. Bureau of Labor Statistics, nationwide employment for nurses will increase from 2.75 million to approximately 3.19 million jobs between 2014 and 2024, representing a 16 percent increase. Locally, the Utah Department of Workforce Services anticipates over one thousand openings for registered nurses through 2024.

This increased demand for nurses is accompanied by industry demand for more registered nurses who hold baccalaureate degrees. In its 2011 Future of Nursing report, the Institute of Medicine recommended 80% of registered nurses have a baccalaureate degree by 2020. In its job outlook narrative for registered nurses, the U.S. Bureau of Labor Statistics suggested that those with bachelor degrees in nursing (BSN) will have better job prospects than nurses who do not have a BSN. Information from a Burning Glass data query revealed that 43% of all registered nurse job postings in Utah from February 1, 2016 – January 31, 2017 specified a baccalaureate degree requirement.

Currently, only two Utah System of Higher Education (USHE) institutions offer a pre-licensure BSN degree, Southern Utah University and the University of Utah. In addition, several BSN completion programs are available for registered nurses who hold associate degrees. These nursing programs help meet the growing need for nurses prepared at the BSN level. However, there is not current capacity to serve all qualified students who apply to these programs.

This proposal seeks to increase the number of BSN-qualified nurses by initially admitting 20 students per year at USU's Logan campus. Students will progress through the program in cohort groups. Similar to many BSN programs, the program is designed to be completed in eight semesters. The first two years will include pre-nursing and general education courses followed by two years of content focused on specific nursing related issues such as pediatrics, women's health, medical-surgical nursing, and community health. Graduates of the program will be prepared to advance their education so they can qualify to become nurse educators, clinical nurse specialists, nurse anesthetists, nurse administrators,

care managers, and other advanced practice nursing specialists.

Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve Utah State University's request to offer the Bachelor of Science in Nursing.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Science in Nursing effective Fall, 2017. The program was approved by the institutional Board of Trustees on January 6, 2017.

Section II: Program Proposal

Program Description

The proposed Utah State University (USU) Bachelor of Science in Nursing (BSN) program will consist of eight semesters that can be completed within 120 credit hours. The first two years will include pre-nursing and general education courses followed by two years of content focused on more specific nursing related issues such as pediatrics, women's health, medical-surgical nursing, and community health. Students will enter and progress through the program in cohort groups. Initially, 20 students per year will be admitted to the program.

Graduates of the program will be eligible to take the National Council of State Boards of Nursing NCLEX-RN examination for licensure in the state of Utah. Although BSN-prepared registered nurses may work in similar facilities and positions as associate degree-prepared registered nurses, registered nurses with a BSN degree typically have more responsibility, higher salaries, and greater opportunities for supervisory/managerial roles. Graduates will be prepared to advance their education to become advanced practice nurses, nurse educators, clinical nurse specialists, and nurse administrators.

Consistency with Institutional Mission

Utah State University is a student centric university that serves the Utah public through learning, discovery, and engagement. This BSN program will achieve that mission by providing students with greater accessibility to nursing education in the state.

Section III: Needs Assessment

Program Rationale

Newly graduated nurses with associate degrees in nursing (ADN) are still being hired in many facilities, but jobs are becoming more prevalent for BSN nurses. The U.S. Bureau of Labor Statistics noted in its employment projections that registered nurses with baccalaureate degrees will have better job prospects than nurses at lower qualification levels.

In its Future of Nursing report in 2011, the Institute of Medicine recommended that 80% of registered nurses have a baccalaureate degree by 2020. The report noted that:

The ways in which nurses were educated during the 20th century are no longer adequate for dealing with the realities of health care in the 21st century. As patient needs and care environments have become more complex, nurses need to attain requisite competencies to deliver high-quality care. These competencies include leadership, health policy, system

improvement, research and evidence-based practice, and teamwork and collaboration, as well as competency in specific content areas such as community and public health and geriatrics. Nurses also are being called upon to fill expanding roles and to master technological tools and information management systems while collaborating and coordinating care across teams of health professionals. To respond to these increasing demands, the IOM committee calls for nurses to achieve higher levels of education and suggests that they be educated in new ways that better prepare them to meet the needs of the population.

With the merger of the College of Eastern Utah in 2010, USU obtained accredited nursing programs. Since that time, students have been able to prepare to become licensed practical nurses (LPNs) through a certificate program and registered nurses (RNs) through USU's AAS (Applied Associate of Science) degree program. The practical nursing certificate and AAS in nursing programs have served the students and the communities of Eastern Utah for many years. Utah State University currently offers AAS in nursing courses to prepare students for the national licensure exam and careers as RNs at three locations: Blanding, Price, and Vernal. A USU nursing program is not offered in Logan. However, USU has had a collaborative agreement with Weber State University to offer an associate degree in nursing, enabling students to take nursing courses on the Logan campus. This agreement has well served USU and the students interested in nursing. Weber State University is discontinuing its associate degree program on the USU Logan campus and has admitted its last Logan cohort. The final cohort of WSU students will graduate in May, 2017. Weber State University will continue to have a presence in the Logan area educating LPNs to be prepared for careers as RNs through the completion of an associate degree. Local health care industry leaders have expressed support for a bachelor degree nursing program in Logan as it will assist in meeting their needs for qualified nurses.

Labor Market Demand

According to the U.S. Bureau of Labor Statistics, employment for nurses will increase from 2.75 million to approximately 3.19 million jobs between 2014 and 2024, more than a 16 percent increase. In Utah, the Department of Workforce Services also anticipates a rise in registered nurse job openings. Annually, over one thousand openings for registered nurses are anticipated through 2024.

According to the Utah Department of Workforce Services, the registered nursing occupation "is expected to experience faster than average employment growth with a high volume of annual job openings" with projected annual job openings of 1150 in Utah between 2014 and 2024.

Nurses need to have at least a Bachelor's degree to go on to most advanced practice nursing careers such as nurse midwife, nurse practitioner, and nurse anesthetist. Nurses with specialized training in these areas are highly recruited and needed particularly in rural areas. Currently, the Utah Department of Workforce Services rates the nurse practitioner occupation at the highest level for employment due to demand and wages. The Department expects that this occupation will have faster than average growth with a 4.4% annual increase in job opportunities.

Intermountain Healthcare facilities are giving preference to hiring registered nurses who have BSNs over those who do not. Similarly, the Veterans Administration does not hire RNs unless they have a bachelor degree or higher.

In addition to needing Bachelor's prepared nurses to care for the community, baccalaureate and higher-prepared nurses are needed to become nursing faculty as there are state and national shortages of nursing faculty according to the American Association of Colleges of Nursing. The Utah Department of Workforce Services projects the need for postsecondary nursing instructors and teachers will experience

faster than average employment growth over the next several years. Some of the need is due to replacement of retiring faculty and the growth in nursing education. Nurses who want to become instructors are expected to have more training than is offered at the associate degree. Clinical instructors must have a bachelor degree or higher to teach in Utah's accredited colleges and universities. A master degree at a minimum is required for most full-time faculty positions. A BSN program will open the door for nurses who want to fill a faculty role.

Student Demand

Each year hundreds of USU Logan campus students identify themselves as pre-nursing majors even though USU Logan does not have a nursing program in Logan. The large number of pre-nursing students already on campus will create competitive admissions for program entry.

Similar Programs

Two USHE institutions currently offer pre-licensure baccalaureate nursing degree programs. These include Southern Utah University and the University of Utah. Other programs exist for associate-degreed RNs to complete BSN programs. These RN to BSN programs are offered through Dixie State University, Utah Valley University, Weber State University, Southern Utah University, and the University of Utah. These nursing programs produce excellent graduates who help meet the growing need for bachelor prepared registered nurses, however, each year many qualified students who apply are not admitted due to limited capacity.

Collaboration with and Impact on Other USHE Institutions

This proposed program should have minimal, if any, impact on other USHE institutions as there is a surplus of qualified students applying to existing BSN programs. The institution reported that data from Mountain Measurement, Inc., showed approximately 40% of qualified nursing program applicants (both ADN and BSN) at USHE institutions are not admitted due to lack of program capacity. Therefore, creation of this program should not limit the ability of existing programs to continue to fill their seats with high achieving students.

Program planning has included closely aligning USU BSN program curriculum with the University of Utah and Southern Utah University nursing programs. Having similar pre-requisites will enable students who are not admitted into one program to qualify for admission to another. Both the USHE BSN programs acknowledge an increased need for additional BSN education in Utah and have been supportive of the USU BSN.

External Review and Accreditation

In developing the curriculum, a variety of nursing education standards were reviewed, including the "The Essentials of Baccalaureate Education for Professional Nursing Practice" by the American Association of Colleges of Nursing, and "Quality and Safety Education for Nurses" comprehensive competencies from the National Institute of Nursing Research. The National Registered Nurse Licensing Exam-RN (NCLEX-RN) Detailed Test Plan also was taken into consideration in building the curriculum as well as criteria required by the Accreditation Commission for Education in Nursing (ACEN). Approval for implementation of the program will be sought from the Utah State Board of Nursing.

The Utah State University practical nursing and associate degree nursing programs currently are accredited by ACEN. Utah State University will apply for candidacy for ACEN accreditation for the BSN program once the program has received Board of Regents and regional accreditation approval. The

Utah Nurse Practice Act also was reviewed and used in curriculum development. Other nursing curricula from similar universities within the state and region were evaluated and considered. In addition, a national curriculum expert provided input into USU's BSN program.

Section IV: Program Details

Graduation Standards and Number of Credits

Students will complete the program in eight semesters or 120 credits. Courses meet the baccalaureate degree requirements mandated by USHE and fall within acceptable ACEN guidelines. Students will be required to achieve a C or better in each nursing course to qualify for program graduation.

Admission Requirements

To be admitted to the program, students will be required to:

- Have an overall GPA of 3.0 or higher;
- Complete each prerequisite course with a grade of B- or higher;
- Achieve an acceptable score on the ATI-Test of Essential Academic Skills for nursing and other health professions;
- Write an essay on the meaning of professional nursing, nursing's contribution to health care, and their goals as a professional nurse; and
- Submit three letters of recommendation.

Curriculum and Degree Map

Refer to Appendix A for a list of courses and Appendix B for a program degree map, or graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

Utah State University has made nursing education programs a priority and provided extensive support and resources for the current nursing programs. This includes the formation of a Department of Nursing and Health Professions that was approved by the State Board of Regents in July, 2014. The Department of Nursing and Health Professions includes a Director of Nursing Programs who will serve as the program administrator for the proposed BSN program. The Department of Nursing and Health Professions is in the Emma Eccles Jones College of Education and Human Services. This College is well situated to handle the program as it is currently the home for many clinical and human service programs. Courses were chosen to meet the specific curriculum outcomes and to fulfill the USHE criteria for graduation. The pre-requisite and support courses for the program are in place and offered regularly through USU at the Logan campus. Temporary clinical space is available and beginning January 2018 the BSN will occupy clinical laboratory space in the new Clinical Excellence Building currently under construction. This facility will provide several simulation rooms plus a general skills lab encompassing the didactic classroom and debriefing spaces.

Faculty

Faculty will be in place to support the program. Three full-time faculty, one of whom also will have program coordination responsibilities, will be hired for the first year of the program. Two part-time faculty also will be utilized during the first year of the program for supervision of practicum experiences in clinical settings. An additional two full-time faculty and two part-time clinical instructors will be needed as the program begins its second year when there will be two cohorts of students in the program.

Staff

Existing administrative staff and advisors are in place in the Department of Nursing and Health Professions. Secretarial support will be provided by the current staff assistant position in the Department of Nursing and Health Professions.

Student Advisement

A full-time advisor currently works for the department and will continue to provide student advising in nursing. It is anticipated that this advisor will adequately meet the needs of students in the program.

Library and Information Resources

Library resources are adequate to address the needs of the proposed BSN program including an abundance of online databases through the Merrill-Cazier Library providing access to leading nursing and health care journals.

Projected Enrollment and Finance

Refer to Appendix D for projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

The Accreditation Commission on Nursing Education requires program review on a regular, continuing basis. As application for accreditation candidacy status is made to ACEN, the program will develop a systematic plan of evaluation that addresses achievement of program outcomes (NCLEX-RN licensure exam first-time pass rates, graduation rates, and employment rates) and student learning outcomes. The systematic plan of evaluation will be used to guide decision-making in the program and provide a mechanism for continuous program assessment and quality improvement.

Program outcomes and expected levels of achievement are:

- NCLEX-RN licensure exam first-time pass rates: 80% or better of program graduates within the same 12-month period will pass the NCLEX-RN licensure exam on the first attempt.
- Graduation rates: 90% of students who begin the first nursing course will graduate from the BSN program within 8 semesters.
- Employment rates: 90% of program graduates will be employed as an RN within 6 to 12 months following graduation, or enrolled in a graduate nursing education program.

Upon completion of the BSN program, students will be able to:

- Incorporate knowledge from the arts, humanities and sciences in the planning and provision of professional nursing care across the lifespan and continuum of health care environments.
- Integrate reliable evidence from multiple perspectives to inform safe practice and make reasonable clinical decisions.
- Manage data, information, and technology to inform and guide nursing practice.
- Integrate leadership and management skills, and knowledge of health care policy, regulatory processes, and cost effectiveness for the improvement of quality care and patient safety.
- Utilize interpersonal and inter-professional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.

- Apply principles of health promotion and disease prevention to the care of individuals, families, communities, and populations.
- Apply ethical and legal standards of professional nursing including professional accountability and responsibility in the provision of nursing care.

Student Standards of Performance

Assessment of student performance will include formative and summative measures. Examples include but are not limited to the following:

- Formative: concept maps, quizzes, interval exams, group presentations, weekly clinical evaluation tools, Assessment Technology Institute (ATI) standardized tests, evidence-based practice/research papers, communication rubrics
- Summative: comprehensive final exams, final clinical evaluation tool, ATI NCLEX-RN Content Mastery and Predictor tests, capstone project, NCLEX-RN exam pass rates

Appendix A: Program Curriculum

| Course Number | NEW Cours | Course Title | Credit Hours |
|--|--------------|---|-----------------|
| General Education Courses (list specific courses if recommended for this program on Degree | | | |
| General Education Credit Hour Sub-Total | | | 15 |
| Required Courses | | | |
| NURS 3010 | X | Nursing Health Assessment | 1 |
| NURS 3015 | x | Nursing Health Assessment Lab | 1 |
| NURS 3020 | x | Fundamentals of Nursing | 2 |
| NURS 3025 | x | Fundamentals of Nursing Lab | 2 |
| NURS 3030 | x | Nursing Management of Care | 4 |
| NURS 3035 | × | Nursing Management of Care Practicum | 3 |
| NURS 3040 | × | Pharmacology of Health Care | 3 |
| NURS 3210 | × | Population Health & Prevention | 3 |
| NURS 3215 | × | Population Health & Prevention Practicum | 2 |
| NURS 3220 | × | Family Nursing Through the Lifespan | 4 |
| NURS 3225 | × | Family Nursing Through the Lifespan Practicum | 2 |
| NURS 3230 | × | Evidence Based Health Care | 3 |
| NURS 3240 | × | Health Information Management & Technology | 2 |
| NURS 4010 | × | Leadership, Management, & Policy in Health Care | 4 |
| NURS 4015 | × | Leadership, Management, & Policy in Health Care Practicum | 2 |
| NURS 4020 | × | Nursing Management of Care 2 | 4 |
| NURS 4025 | × | Nursing Management of Care 2 Practicum | 4 |
| NURS 4210 | × | Nursing Capstone | 2 |
| NURS 4215 | × | Nursing Capstone Practicum | 4 |
| BIOL 2520 | × | Pathophysiology | 3 |
| BIOL 2320 | × | Human Anatomy | 4 |
| BIOL 2420 | × | Human Physiology | 4 |
| BIOL 2060 | × | Elementary Microbiology | 4 |
| PSY 1010 | | General Psychology | 3 |
| BIOL 1010 | | Biology and the Citizen | 3 |
| STAT 1040 | | Intro to Stats | 3 |
| FCHD 1500 | | Human Development over the Lifespan | 3 |
| CHEM 1110 | | General Chemistry 1 | 4 |
| CHEM 1120 | | General Chemistry | 4 |
| CHEM 1125 | | General Chemistry Lab | 1 |
| NDFS 1020 | | Nutrition | 3 |
| CI of Choice | | Communicative Intensive (suggest HEP 3600, 5000, or 5100) | 3 |
| DHA of Choice | | Depth Humanities & Creative Arts | 2 |

| Course Number | NEW Course | Course Title | Credit Hours |
|---------------------------------------|------------|---------------------|--------------|
| PSY 3210 | | Abnormal Psychology | 3 |
| | | | |
| Required Course Credit Hour Sub-Total | | | 99 |
| Elective Courses | | | |
| | | Electives | 6 |
| | | | |
| Elective Credit Hour Sub-Total | | | 6 |
| Core Curriculum Credit Hour Sub-Total | | | 120 |

Program Curriculum Narrative

NA

Appendix B: Degree Map

| First Year Fall | Cr. Hr. | First Year Spring | Cr. Hr. |
|---|---------|--|---------|
| PSY 1010 Gen Psychology (BSS) | 3 | Breadth Creative Arts Course of choice | 3 |
| ENGL 1010 Intro to Writing (CL1) | 3 | FCHD 1500 Human Development over | 3 |
| BIOL 1010 Biology and the Citizen (BLS) | 3 | BIOL 2320 Human Anatomy | 4 |
| STAT 1040 Intro to Stats (QL) | 3 | CHEM 1110 General Chemistry I (PBS) | 4 |
| Elective | 3 | Elective | 1 |
| | | | |
| Total | 15 | Total | 15 |
| Second Year Fall | Cr. Hr. | Second Year Spring | Cr. Hr. |
| BIOL 2420 Human Physiology | 4 | ENGL 2010 Intermediate Writing (CL2) | 3 |
| BIO 2060 Elementary Micro | 4 | BIOL 2520 Pathophysiology | 3 |
| Breadth American Institutions course | 3 | CHEM 1120 General Chemistry | 4 |
| Breadth Humanities course | 3 | CHEM 1125 General Chemistry Lab | 1 |
| Elective | 1 | NDFS 1020 Nutrition (BLS/Exploratory) | 3 |
| | | Elective | 1 |
| Total | 15 | Total | 15 |
| Third Year Fall | Cr. Hr. | Third Year Spring | Cr. Hr. |
| NURS 3010 & 3015 Nursing Health | 2 | NURS 3210 Population Health & | 3 |
| NURS 3020 & 3025L Fundamentals of | 4 | NURS 3215 Population Health & | 2 |
| NURS 3040 Pharmacology in Health | 3 | NURS 3220 Family Nursing Through the | 4 |
| NURS 3030 Nursing Management of | 4 | NURS 3225 Family Nursing Through the | 2 |
| NURS 3035 Nursing Management of | 3 | NURS 3230 Evidence Based Health | 3 |
| | | NURS 3240 Health Information | 2 |
| Total | 16 | Total | 16 |
| Fourth Year Fall | Cr. Hr. | Fourth Year Spring | Cr. Hr. |
| NURS 4010 Leadership, Management, & | 4 | NURS 4210 Nursing Capstone | 2 |
| NURS 4015 Leadership & Man, & Policy | 2 | NURS 4215 Nursing Capstone | 4 |
| NURS 4020 Nursing Management of | 4 | Communicative Intensive (suggest HEP) | 3 |
| NURS 4025 Nursing Management of | 4 | Depth Humanities & Creative Arts | 2 |
| | | PSY 3210 Abnormal Psychology (DSS) | 3 |
| Total | 14 | Total | 14 |

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

| | # Tenured | # Tenure -Track | # Non - Tenure Track | |
|-------------------------|-----------|--------------------|----------------------------|--|
| Faculty: Full Time with | | | 1 | |
| Faculty: Part Time with | | | | |
| Faculty: Full Time with | | | | |
| Faculty: Part Time with | | | | |
| Faculty: Full Time with | | | | |
| Faculty: Part Time with | | | | |
| Teaching / Graduate | //// | //// | | |
| Staff: Full Time | | | 2 | |
| Staff: Part Time | | | | |

Part II. Proposed Program Faculty Profiles

| | First Name | Last Name | Tenure (T) / Tenure Track (TT) / Other | Degree | Institution where Credential was Earned | Est. % of time faculty member will dedicate to proposed program. | If "Other," describe |
|-------------------|------------|-----------|--|--------|---|--|-------------------------|
| Full Time Faculty | | | | | | | |
| | Carole | Grady | Other | EdD | Utah State University | 50% | Prof Pract |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Part Time Faculty | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Part III: New Faculty / Staff Projections for Proposed Program

| | # Tenured | # Tenure -Track | # Non - Tenure Track | Academic or Industry Credentials Needed | Est. % of time to be dedicated to proposed program. |
|-------------------------|-----------|--------------------|----------------------------|--|---|
| Faculty: Full Time with | | 2 | | PhD, with Masters in Nursing | 100% |
| Faculty: Part Time with | | | | | |
| Faculty: Full Time with | | | 2 | BSN with Masters in Nursing | 100% |
| Faculty: Part Time with | | | 4 | BSN with Master's in Nursing | 100% |
| Faculty: Full Time with | //// | //// | | | |
| Faculty: Part Time with | | | | | |
| Teaching / Graduate | | | | | |
| Staff: Full Time | | | | | |
| Staff: Part Time | | | | | |

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

| Three Year Projection: Program Participation and Department Budget | | | | | | |
|--|---|--|--|--|--------|--------|
| | Year Preceding | New Program | | | | |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Student Data | | | | | | |
| # of Majors in Department | 41 | 70 | 105 | 120 | 130 | 135 |
| # of Majors in Proposed Program(s) | //// | 20 | 50 | 60 | 60 | 60 |
| # of Graduates from Department | 30 | 35 | 60 | 70 | 75 | 80 |
| # Graduates in New Program(s) | //// | 0 | 20 | 30 | 30 | 30 |
| Department Financial Data | | | | | | |
| | Department Budget | | | | | |
| | Year Preceding Implementation (Base Budget) | Year 1 | Year 2 | Year 3 | | |
| | | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | | |
| <i>Project additional expenses associated with offering new program(s). Account for New Faculty</i> | | | | | | |
| EXPENSES – nature of additional costs required for proposed program(s) | | | | | | |
| <i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-</i> | | | | | | |
| Personnel (Faculty & Staff Salary & | | \$241,760 | \$483,520 | \$483,520 | | |
| Operating Expenses (equipment, travel, resources) | //// | \$345,500 | \$11,000 | \$10,000 | | |
| Other: accreditation | | \$6,500 | \$6,500 | \$2,600 | | |
| TOTAL PROGRAM EXPENSES | | \$593,760 | \$501,020 | \$496,120 | | |
| TOTAL EXPENSES | | \$593,760 | \$501,020 | \$496,120 | | |
| FUNDING – source of funding to cover additional costs generated by proposed | | | | | | |
| <i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i> | | | | | | |
| Internal Reallocation | | \$593,760 | \$501,020 | \$496,120 | | |
| Appropriation | | | | | | |
| Special Legislative Appropriation | | | | | | |
| Grants and Contracts | | | | | | |
| Special Fees | | | | | | |
| Tuition | //// | | | | | |
| Differential Tuition (requires Regents approval) | //// | | | | | |
| PROPOSED PROGRAM FUNDING | | \$593,760 | \$501,020 | \$496,120 | | |
| TOTAL DEPARTMENT FUNDING | | \$593,760 | \$501,020 | \$496,120 | | |
| Difference | | | | | | |
| Funding - Expense | \$0 | \$0 | \$0 | \$0 | | |

Part II: Expense Explanation

Expense Narrative

The Assistant Department Head will devote .50 FTE to the BSN program. In addition, two PhD, tenure-track faculty, two Master in Nursing non-tenure track faculty, and four part-time clinical instructors will be hired during the first two years of the program. Other costs that have been identified are associated with acquiring clinical lab equipment including simulation manikins, bringing on the new faculty members such as relocation expenses, start-up packages which include office packages, position advertising and interview travel costs. The initial costs of the ACEN accreditation application also will need to be covered.

Part III: Describe Funding Sources

Revenue Narrative 1

Several years ago the Utah State Legislature provided Utah State University with \$1M in ongoing funding to support nursing programs at Utah State University. Initially, funding was used exclusively to support regional campus ADN/RN programs in Vernal, Price, and Blanding. Since that time, programs have been added in Tooele and Moab. Funding from the original appropriation is currently being used to support campus nursing coordinators, while regional campuses provide funding for all other faculty.

A revised budget for the nursing program was established in July, 2014 when a new Department of Nursing and Health Professions was created in anticipation of starting the BSN on the Logan campus. During the initial two years of program development, not all faculty positions were filled so a surplus from previous years will help cover the cost of clinical laboratory equipment purchases, expenses related to initiation of accreditation and other one-time start-up expenses. Other internal reallocations included reducing administrative costs by having the department head in the Department of Kinesiology and Health Sciences assume leadership of the Department of Nursing and Health Professions with the help of an assistant department head. Previously, the Department of Nursing and Health Professions in Logan had its own department head and director of nursing. Given these salary savings, the \$1M ongoing legislative appropriation is sufficient to enable the institution to hire two PhD-level faculty members, one of whom will serve as the Logan campus coordinator, as well as two master degree-level nursing faculty and several part-time clinical instructors who will be paid by the course.

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Master of Arts in Teaching in Fine Arts

Issue

The University of Utah requests approval to offer a Master of Arts in Teaching (MAT) in Fine Arts effective in summer 2018. The institutional Board of Trustees approved the degree on December 13, 2016.

Background

The proposed MAT in Fine Arts is an interdisciplinary program in arts education that would give graduates a deeper understanding of pedagogy in their particular field to strengthen their teaching practice. The degree would be offered in a hybrid format, blending online courses with intensive summer sessions on campus, allowing candidates to earn the degree over two years without having to relocate or leave their employment. The field of arts education has expanded beyond teaching in schools to include work in other educational, community, and artistic settings. Accordingly, it is expected the proposed MAT would appeal to K-12 educators interested in a degree that is specific to teaching the arts, as well as arts professionals working in museums, city youth programs, after-school programs, recreation centers, music studios, and dance and theatre companies.

Given the combination of online and summer-intensive course work, it is anticipated the proposed MAT would attract students both from Utah and across the country. In considering the demand for such a degree, the College of Fine Arts (CFA) at the University has seen a rise in the number of inquiries in recent years due, in part, to the growing number of Beverley Taylor Sorenson Arts Learning Program schools in the state. Interest has come from K-12 arts educators, K-6 classroom teachers, and CFA alumni teaching the arts in non-profit and private sectors. The proposed MAT would be unique in Utah and the country with its focus on interdisciplinary arts education. Furthermore, applicants from community or other non-school arts teaching backgrounds, but who do not hold a teaching license, would be eligible for the MAT program (unlike other MAT programs across the country that are specific to dance, music, theatre, or visual arts).

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by the University of Utah and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions reviewed and are supportive of the University of Utah's request to offer an MAT in Fine Arts. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by the University of Utah to offer a Master of Arts in Teaching in Fine Arts.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

University of Utah requests approval to offer the following Master's degree(s): Master of Arts in Teaching in Fine Arts effective Summer 2018. This program was approved by the institutional Board of Trustees on December 13, 2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

As the field of arts education demands more interdisciplinary practice, it is vital that institutions of higher education prepare and train arts educators to have the ability to guide their students through the exploration of arts not just in their traditional forms, but also in ways that promote interpersonal, social, political, and environmental action. In the 21st century, the discipline of arts education as a profession has expanded beyond preparing teaching artists to teach solely specific standards in secondary public school art programs (grades 6-12); it now also provides professionals experiential opportunities to work alongside children, youth, and citizens in a wide variety of educational, community, and artistic contexts. In response to the collaborative and expansive work the field of arts education has grown to encompass, the College of Fine Arts (CFA) requests to establish an interdisciplinary academic program entitled, the Arts Teaching Program, that will house a Master of Arts in Teaching (MAT) in Fine Arts degree.

An MAT differs from a Master of Arts in Education and a Master of Education, as, in general, these degrees prepare candidates for administrative roles and place them on an educational trajectory towards a PhD. In contrast, an MAT gives candidates a deeper understanding of pedagogy in their particular field, thereby strengthening their teaching practice. Thus, an MAT may be offered in any discipline, (e.g., English, Mathematics) or, as in the case of the degree proposed here, the Fine Arts. Specifically, the MAT proposed here will prepare students for careers as master teachers in the fine arts and as innovators in the field of arts education.

The MAT in Fine Arts will be a professional, hybrid/online degree that will allow working Utahans the opportunity to obtain a master's degree in two years without having to relocate or leave their profession. The MAT will offer an arts-centered pedagogical approach to teaching and learning via hybrid (on campus/online) summer intensives and online instruction that have been designed to respond to the identified needs/demands of local and national communities. The proposed MAT is unique from other programs across the country for three reasons: (1) it is a hybrid/online degree; (2) it does not require candidates to obtain a Utah teaching and learning license; and (3) it is located in a College of Fine Arts, thereby providing candidates with a deep understanding of the arts, in particular. This MAT will attract two main constituencies: (1) professional teaching artists working in community and non-profit arts organizations such as museums, city youth year-round programs, after school programs, recreation centers, music studios, and dance and theatre companies; and (2) licensed K-12 educators seeking a master's degree that is specific to teaching the arts.

The MAT will provide candidates opportunities to gain new skills that will enhance their practice and knowledge of teaching in and across the arts. The MAT will concentrate on advanced coursework and focus on pedagogical theory and collaborative practice that expand beyond the traditional classroom. The degree requires 30 credit hours and employs a summer-intensive, hybrid low-residency/online structure. Students will take classes as a fine arts cohort. The curriculum will provide a collaborative learning environment and opportunities for participants to build upon their individual passions within the field of arts teaching.

Faculty Consultation:

The Arts Education faculty at the University is eager to respond to the evolving field of arts teaching. Members of the CFA Arts Education Committee, who will serve as the program's steering committee, convened in June 2015 and met regularly to write, shape, and create the new MAT curriculum. This committee included arts education faculty from the Departments of Art and Art History and Theatre, and from the Schools of Dance and Music. Additionally, each chair and director within the CFA was

consulted in the preparation of curriculum, load, sequence, and sustainability of the degree.

Where appropriate for fall and spring online courses, chairs and directors are willing to provide faculty course release time to teach MAT courses. Further, the Arts Education Committee partnered with Cory Stokes, Associate Dean and Director of UOnline, to create the hybrid format, determine sustainability and production plans, and conduct a market/demand analysis for the MAT program. A formal vote to approve this proposal from the CFA Arts Education Committee took place on April 20, 2016. Seven arts education faculty voted in favor, none opposed, and none abstained. A formal vote to approve this proposal from the CFA Curriculum Committee took place on September 16, 2016. Five committee members voted in favor, none opposed, and none abstained.

Further, several meetings with community-based professional arts educators and district arts supervisors serving local school districts provided input on the curriculum and program design throughout the developmental process.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

The MAT will attract a diverse student body of professionals due to the low-residency structure in which it has been designed. Further, the two-year, 30-credit-hour degree will foster student success by preparing MAT students to work respectfully and collaboratively alongside youth from diverse backgrounds as they engage in the process of creative learning. MAT practicums will provide students opportunities to investigate the role of facilitator, with a main focus on empowering youth to drive the creation process as it relates to their experience and what they would like to say and explore, providing space for young people to lead and to see themselves not only as artists, but as global citizens.

The MAT will build upon the intrinsic values of the arts and allow candidates delivering arts instruction in traditional and non-traditional settings opportunities to create, discover, strengthen, and share knowledge regarding what is current and relevant in the field as it relates to the application and practice of teaching and learning in and through the arts. The MAT will create interdisciplinary seminars with the primary purpose of generating knowledge and investigating how arts teaching intersects various professions, as the field continues to expand collaboratively.

The MAT supports the long-term success and viability of the institution for it builds upon the State's great commitment to the arts and arts education. The state legislature's ongoing support of the Beverley Taylor Sorenson Arts Learning Program, where a highly-qualified art specialist delivers arts integrated curricula in K-6 classrooms in 475 public elementary and charter schools, their continued funding of Professional Outreach Programs that provide arts educational learning opportunities for licensed educators and K-12 students, along with the expectation that all public secondary schools require the successful completion of 1.0 fine arts credits in middle school and 1.5 credit hours in high school for students to graduate proves the State's deep commitment to arts teaching. Establishing an MAT in Fine Arts will provide the University of Utah increased opportunities to serve as a leader in building upon the State's investment to arts education by creating a cadre of professional teaching artists and learning communities who possess the skills, rigor, and ability to deliver arts instruction effectively in schools and organizations across the state, thereby increasing the number of youth that have access to robust arts learning experiences.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

In recent years, arts educators have reevaluated their traditional teaching practices and looked critically at how they respond to and meet the needs of 21st-century learners. The primary emphasis of the field has shifted to investigate how art educators with diverse interests and experiences cultivate learning environments where art education is more than the development of a set of skills, but also an avenue to better see and relate to the changing global economy. These are the realities arts educators must be able to respond to collaboratively in new and meaningful ways to ensure that teaching and learning in and through the

arts does not become marginalized or obsolete.

Based on undergraduate degrees awarded over the past ten years, data/analysis research, conversations the Arts Education faculty have had with other universities and fine arts programs throughout the country, along with feedback the College has received from community partners, alumni, students, and potential students, it is clear that the creation of an MAT in Fine Arts is necessary for the area of arts teaching to continue to thrive and flourish at the University of Utah, as well as to keep pace with the changing field and expectations that encompass the world of arts teaching. In response to the changing world of arts education, the USHE will greatly benefit from the University of Utah's proposed MAT curricula, for it will enhance the preparation of professionals working alongside young people in schools, communities, and arts organizations locally and nationally.

The MAT will strengthen Utah's arts educators by providing the skills needed to discover new interdisciplinary knowledge. The goal is for graduates to take this knowledge and directly enhance the quality and access of youth arts programs and curricula statewide. The MAT will also provide USHE institutions and the Utah State Board of Education with additional art-specific teaching courses for individuals needing to fulfill specific State art endorsement requirements, a growing need in all regional areas throughout the state. Further, the program will attract exemplary students, arts teaching professionals, and faculty to Utah.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

In developing the low-residency online MAT, the Arts Education Committee worked in collaboration with UOnline to research and create a market/demand analysis for this type of degree. The analysis provides a clear indication that due to the unique low-residency/hybrid structure, the MAT will help the University of Utah effectively respond to and build upon the Governor's 66% by 2020 call by providing working Utahans professionals "on the job" opportunities to obtain a master's degree in their field of interest and expertise without having to relocate or stop working.

The CFA will recruit professional teaching artists working in the community, as well as licensed arts educators. As outlined in the MAT market/demand analysis, the total addressable market comes from three main sectors: (1) arts-based K-12 classroom educators defined as an estimate of currently employed arts educators in Utah and regional public school districts, private schools, and charter schools; (2) Utah non-profit arts organizations and the national and state-level nonprofit share of private sector employment; (3) 10-year figures on University of Utah CFA undergraduate degrees and 2014-15 University of Utah and Utah-region elementary and secondary education undergraduate degrees.

The market/demand report indicates that the University of Utah CFA and College of Education undergraduate degree holders are essential to the success of the MAT program. The reasoning is two-fold and links to the program's target audiences: (1) College of Education students majoring in elementary education will graduate with a teaching license and are target candidates for the MAT because it is the State's expectation that elementary educators deliver Utah's core standards in music, theatre, dance, and visual arts in the absence of an art specialist. According to the analysis report, the total addressable market approach indicates that Alpine School District is a prime local area to recruit for the MAT; (2) The Strategic National Arts Alumni Project (SNAAP) tracks the lives and careers of arts graduates via an online survey that is designed to enhance the impact of arts-school education. SNAAP partners with degree-granting institutions administer the survey to their arts graduates, reaching over 92,000 arts alumni in the United States. A recent five-year University of Utah CFA alumni survey provided information on percentages of alumni who obtained employment in the arts sector. The survey indicates that CFA undergraduate degree holders do, in fact, secure teaching employment as professional artists in residence in local non-profit organizations and schools, as well as become arts educators that pursue licensure post-graduation through the Alternative Route to Licensure. Therefore, to further develop their professional skills and advance in their career, undergraduate degree holders may seek a graduate degree such as the MAT. Graduate alumni respondents have upwards of a 90% placement in arts sector (<http://www.finearts.utah.edu/alumni/snaap>).

A significant value of the Master of Arts in Teaching in Fine Arts is in allowing currently employed educators to achieve a reclassification, or "lane change," in the school district. This reclassification is a salary increase. For context, a target student

may have an undergraduate teaching degree and a teaching license. Through the course of their professional development, that student is now in the arts education field. Another student may have teaching credentials, but would like education specific to arts teaching. Other target students may be licensed as elementary teachers or arts teachers and desire a reclassification and additional education for career advancement and professional development.

The Salt Lake City School District provided 2014-15 salary schedule information (certified teachers, 182 work days). A master's degree allows a potential target Master of Arts in Teaching Fine Arts degree holder to go through a reclassification and transition three salary categories higher. For example, a recent undergraduate degree holder working as an arts educator in the Salt Lake City School District would enter school district employment at Step 1. After working two years while obtaining the Master of Arts in Teaching Fine Arts graduate degree, the student would be at Step 3 of the salary schedule. At Step 3, before degree completion, the student would hold a bachelor degree and certificate and receive a salary of \$41,064. With a new master's degree and a certificate, the target student is now eligible to skip several education and experience classification levels to receive a new salary of \$45,449. This lane change is equivalent to an annual base salary increase of \$4,385.

The Granite School District provided a 2014-15 teacher salary schedule (nine-month base contract, 187 work days). Given the same scenario as the Salt Lake School District potential student, a Granite School District arts educator holding a bachelor's degree and certificate at salary Step 3 would receive a salary of \$33,806. With a master's degree and a certificate, the educator is eligible to skip several education and experience classifications levels to receive a salary of \$37,403. This lane change is equivalent to an annual base salary increase of \$3,597.

Additionally, arts and culture nonprofit organizations, which include directors of nonprofit (or for-profit) arts organizations, arts educators that deliver direct services to young people in community settings, after school programs, in-school programs, and arts educators that deliver professional development workshops in public and private educational settings, are prime MAT candidates. Larger nonprofit organizations may have 10-20 teachers, a subset of which serve as artists in residence at area elementary schools, most of which have no interest in pursuing licensure, but who are arts educators contributing to the field and who may be interested in this MAT degree.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

In conjunction with the findings of the labor market demand analysis, over the past 10 years, the CFA has established a database of inquiries regarding a master's degree in arts teaching. Between 2013-2016, the number of inquiries increased due in part to the growing number of Beverley Taylor Sorenson Arts Learning Program schools throughout the state, as well as the expansion of the field of arts teaching. Arts Education faculty are contacted on average 2-3 times per month regarding a graduate program in the area of arts teaching. Frequent inquiries come from licensed K-12 arts educators, licensed K-6 classroom teachers, and College of Fine Arts alumni that have found employment teaching the arts in non-profit organizations, as well as the private sector.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

A professionally-targeted, low-residency/hybrid MAT in Fine Arts degree is not offered at other USHE institutions or in the Intermountain Region.

In Utah, Westminster College offers a Master of Arts in Teaching through the School of Education. The primary differences between this program and the proposed University of Utah MAT in Fine Arts are: (1) the Westminster College program is structured as a 4+1 program for teaching in K-12 classrooms; (2) the program is not specific to teaching in the arts; (3) the graduate degree is limited to in-person instruction; and (4) Westminster College is a private university with potentially higher tuition and fees. The Westminster MAT tracks range from 39-48 credit hours and include the following program options: Elementary Education Program prepares candidates to teach grades K-6; Secondary Education Program prepares candidates

to teach grades 6-12; Special Education program prepares candidates to teach students with exceptionalities in grades K-12, Dual License with Elementary Education, Dual License with Secondary Education.

The University of Utah's MAT Fine Arts degree program is distinct from other MAT programs due to the unique online hybrid modality, K-12 and arts professionals target markets, content specific to teaching the fine arts, focus beyond PreK-12 licensure, and location outside the institution's College of Education. According to UOnline's market analysis, Master of Arts in Teaching Fine Arts programs are not currently offered locally or nationally. This provides the University of Utah an opportunity to create a distinguishable MAT in Fine Arts that is interdisciplinary across the arts and that does not compete with other MAT programs.

Nationally, there are numerous Master of Arts in Teaching graduate degree programs specific to Theatre, Dance, Music, Visual Arts, and Community Engagement Visual Arts Teaching. However, unlike the degree proposed here, these programs are not interdisciplinary across the fine arts (e.g., visual, media, dance, theatre, and music arts). Most of these programs require state certification/PreK-12 licensure and are implemented as 4+1, in-person degree programs.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.org/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

All state institutions of higher education face challenges in regards to graduating students who are highly qualified to teach children and youth in the arts. Utah deans from arts colleges and schools have a long history of collaborating to address the viability and sustainability of arts programs in higher education. The collaboration sparked the creation of a more formalized working group. In 2012, the Utah Council of Arts Deans (UCAD) was founded. Bylaws were established and written in 2015. The Council holds regular meetings and serves as an advisory and action committee for the arts and for arts education in Utah. It provides a forum for discussion regarding local, state, and national issues in the arts and arts education and works to present a unified voice regarding those issues to the Utah State Board of Regents, the Legislature, the Utah State Board of Education, private and government organizations, and the general public as needed. The purpose of UCAD is to impact positively the development and on-going effectiveness of the arts in higher education programs in the State of Utah. Ten institutions of higher education in the state (University of Utah, Utah State University, Southern Utah University, Snow College, Brigham Young University, Dixie State College, Utah Valley University, Weber State University, Westminster College, and Salt Lake Community College) make up the UCAD. University of Utah College of Fine Arts Dean Raymond Tymas-Jones is the current President of the Council. Over the past two years, a primary emphasis of their collaborative work has focused on how institutions of higher education across the state address undergraduate preparation deficiencies required in the state K-12 art endorsement programs post graduation. The MAT proposed here will help support this statewide effort by increasing access to opportunities for more teaching artists and licensed educators (approximately 4,813 educators as indicated in the data/analysis report) to adequately and feasibly obtain skills needed to become highly qualified in the content area. The inception of this new graduate program will build upon and potentially expand the meaningful partnerships established through the USHE and beyond via UCAD, as well as support the collaborative and collective relationship state art schools and colleges have with the Utah State Board of Education in regards to state art endorsement programs.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

External consultants were not involved in the development of the MAT program. The University will not be seeking any special professional accreditation for the MAT.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

The MAT will enhance the professional development of teaching artists who are committed to excellence. The graduate program will focus on preparing arts teachers and educators who are skilled in leadership, curriculum design, and advanced instructional strategies. Each student must successfully complete all graduation requirements. These requirements include the completion of 30 credit hours, a professional arts teaching portfolio encompassing community and classroom art-based theory, and a synthesis paper. Because the program builds upon arts and teaching skills candidates already possess, a 30-hour program allows students opportunities to engage in specialized courses that enhance their work, as well as generate and inspire new knowledge, practice, and research.

Admission Requirements

List admission requirements specific to the proposed program.

Applicants for admission to the MAT will be recommended by the Arts Education Steering Committee and approved by the Graduate School at the University of Utah. The University will expect that candidates have a commitment to the demands of graduate study, as well as at least one of the following: a bachelor's degree in a specific art form; a state arts endorsement in theatre, dance, visual arts, or music; or a cognate education degree suitable to the study of arts teaching. Application deadline will be February 1.

In addition to basic information required of all applicants to the Graduate School at the University of Utah, the MAT will require the following supplementary materials of its applicants:

1. Statement of Purpose: You should use your statement to describe your background, interests, and goals in the study of arts education.
2. Curriculum vitae (résumé) listing your educational background and experience.
3. Arts teaching portfolio (integrated lessons in the traditional classroom and/or community-based work with youth accepted).
4. Two letters of recommendation by professors or professional colleagues who are familiar with your arts teaching methods and can speak to your ability to teach in the arts.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The University of Utah has an extensive and impressive dedication to arts education, including the Beverley Taylor Sorenson Arts Learning Program, the University's ArtsBridge Program, the vibrant Youth Arts Division, undergraduate arts teaching BFA degrees in Theatre, Dance, Art, and Music, the Master of Music Education degree, the MFA in Community-Based Art Education, as well as the PhD in Music Education. The existing arts education administrative structures, under the CFA Assistant Dean of Arts Education and Community Engagement, the Arts Education Committee, along with tenured faculty (seven of whom possess PhDs in arts education from music, theatre, art, and film), career line, and adjunct faculty in the CFA are already in place to bring an interdisciplinary arts teaching academic program into existence as well as to recruit to and implement the MAT.

The CFA will hire a Program Director to oversee the development and implementation of the MAT Fine Arts. It is anticipated that the director will teach specific MAT courses.

Additionally, three part-time non-tenured track teaching faculty will be needed to support MAT students and deliver quality curricula. The degree will be overseen and evaluated by the Arts Education Committee, which will also serve as the program's steering committee, and include representatives from across the College and University.

Creating a college-wide arts teaching graduate program will strengthen the college's undergraduate program by providing rich internship and student teaching placements in the community with local MAT students and graduates. The program will serve as a recruiting tool for future CFA graduate students and establish a sequential curriculum progression that will enhance student preparation.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

The faculty that will teach in the MAT will participate in UOnline professional development and learning experiences on campus so that the online and hybrid instructional methods are current, relevant, and effective.

It is anticipated that the majority of the faculty who will teach in the summer intensive/online MAT will be tenured or tenure track, along with the program director. However, the program will include a combination of tenured/tenure-track faculty members and qualified career and adjunct faculty members from the University of Utah, as well as the arts education community. This will ensure that students have expert mentors for practicums and opportunities to engage in national conversations as they explore a variety of arts teaching methods.

Three additional qualified, part-time, non-tenured arts teaching professionals in a specified arts teaching emphasis will be hired. The Arts Education Committee, alongside the Assistant Dean of Arts Education and Community Engagement, and the MAT Program Director will recruit community-based arts educators and colleagues from across the country to teach in the program.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

A full-time Online Coordinator will be needed to assist students with online classes and student advising. UOnline education will provide resources for the first two years of the program, after which the CFA will need to be able to sustain that position. This position will participate in UOnline professional development and learning experiences on campus to support MAT students effectively.

Student Advisement

Describe how students in the proposed program will be advised.

The Program Director and Online Coordinator will be primarily responsible for advising MAT Fine Arts students. Additionally, students will be assigned an Arts Education faculty mentor suited to their creative and scholarly interests. This faculty mentor will work with assigned students over the course of their academic career. Meetings with the Program Director and faculty mentors will be scheduled at regular intervals throughout the program to ensure that each student is adequately supported during their tenure at the University.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The University is fortunate to have an impressive collection of arts teaching resources that are fully accessible to students and held in the Katherine W. Dumke Fine Arts and Architecture Library at the J. Willard Marriott Library, the University's main

library. The Marriott Library has a dedicated person as liaison with the Arts Education areas within the College who works closely with arts education faculty in each department to determine new acquisitions of books, teaching materials, and multi-media materials to augment and enhance arts teaching content and assure student and faculty access. Physical holdings of materials related specifically to arts teaching across the disciplines include: biographies of artists and companies, teaching for the camera, animation with young people, arts teaching criticism and theory, dance anthropology, cultural and gender studies, music, child dance, child drama, child music, creative play, arts education history, community-based arts teaching, and ethnic studies. All of these resources are in place and adequate for the needs of the students, faculty members, and instructors who will teach in the MAT.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The program is grounded in the belief that students become highly engaged in their own learning when curriculum is centered on questions students form when actively engaged in teaching in and through the arts. Students will complete coursework that blends theory with hands-on, field-based arts teaching experiences, allowing them to build positive arts educational environments that respond to and meet the needs of diverse individuals and communities.

Program Goals:

- Goal 1: Critical inquiry regarding the field of Arts Education.
- Goal 2: Accomplished teaching in and through the arts.
- Goal 3: Collaborative professional development, teacher leadership, and contributions to the field via new knowledge, curiosity, creativity, critical pedagogy, and community-engaged practice.

Program assessment procedure will include:

1. Self-study and faculty advisory reports (FARs).
2. Program impact and outcome database will include: Alumni professional growth and employment, the impact on the field of arts education, and provider quality to ensure continuous growth and improvement of curriculum.
3. Productivity, the level of program performance (degree completion, grant support, publications, scholarly and creative outputs, creative activity, and awards).
4. Initial three-year program review.
5. Annual seven-year program review from the Graduate Council.

Program impacts, outcomes, specific productivity indicators, self-study, and FARs will be collected on an annual basis and housed in the Program's database. Findings will be compiled and analyzed every three years by the Arts Education Committee, after two consecutive cohorts have completed the program. Evaluation of the outcomes and impacts that result from offering the program, including the professional viability of graduates, their satisfaction, national rankings, impact statements, and community engagement, will provide data regarding successes related to learning outcomes, curriculum, structure, and instructors, as well as identified areas of improvement.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

MAT Fine Arts graduates:

- Incorporate knowledge of art standards and various instructional approaches to the design and the implementation of

teaching in and through the arts.

- Apply evidence-based strategies and methodologies to teach the arts in a variety of settings employing a constructivist approach.
- Function as reflective arts education practitioners.
- Demonstrate a commitment to adapting, modeling, and implementing diverse learning methods in art space.
- Build relationships with individuals and families that support growth and learning via community-based art making.

How is it known that candidates are successful? The MAT will include five teaching practicums, as well as collaborative online assignments. Evidence of successful teaching practicums and collaborative assignments include: (1) diagnostic assessments, e.g. interviews, discussion board prompts regarding specific arts teaching philosophies and methods, and post-teaching self-assessments; (2) measurable content-specific outcomes; (3) content neutral outcomes, such as interpersonal skills; (4) formative feedback assessments post teaching; and (5) evaluative assessments where the learning process and the content knowledge of the candidate are the primary focus.

Competency evaluations will be measured through practicum observations, and co-teaching and collaborative assignments, as well as the creation, implementation, and assessment of individual practice.

Competency Rubric (based on the Utah Effective Teaching Standards):

- Highly Effective: Has a high degree of impact on student engagement and learning. Candidate is able to implement effective arts teaching strategies in the arts on a regular and on-going basis.
- Effective: Has a satisfactory level of impact on student engagement and learning when implementing best practices. Candidate is able to implement most of the effective art teaching strategies and arts skills on a regular and ongoing basis.
- Developing: Has limited or little impact on student engagements and learning. Candidate is able to implement some aspects of effective arts teaching strategies with significant support.
- Not Effective: Has no impact on student engagement and learning. Candidate is not able to implement effective arts teaching strategies in the arts on a regular and ongoing basis.

Outcomes and Candidate GLO Competencies:

- The Candidate creates developmentally appropriate and challenging arts learning experiences based on each student's strengths and needs.
- The Candidate collaborates with families, colleagues, and other community professionals to promote student growth and development utilizing the arts as a base of inspiration.
- The Candidate implements authentic formative and summative assessment strategies that are aligned with selected arts teaching strategies and methods.
- The Candidate creates a learning culture that encourages risk taking in the creative process for individual learners to advance their own understanding and knowledge.
- The Candidate collaborates with students to establish a positive learning climate of openness, respect, support, and inquiry by utilizing a variety of classroom management strategies, such as cuing, proximity, call/response, and movement.
- The Candidate knows the content of the art discipline and conveys accurate information and concepts.
- The Candidate engages students in applying methods of inquiry.
- The Candidate understands and practices a range of developmentally, culturally, and artistically appropriate instructional strategies.

These standards and competencies align with the Utah Effective Teaching Standards and were chosen and approved by the Arts Education Committee. The competencies are thorough and provide candidates with a concise overview of the core curriculum and expected learning outcomes. The competencies reflect the coursework and professional learning experiences in which students will engage during their study in the MAT.

Understanding these competencies dramatically enhances candidates' ability to model them effectively and to apply them in their professional arts teaching practice.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

| Course Number | NEW Course | Course Title | Credit Hours |
|---|------------|---|--------------|
| General Education Courses (list specific courses if recommended for this program on Degree Map) | | | |
| General Education Credit Hour Sub-Total | | | |
| Required Courses | | | |
| ATFA 6015 | × | Theatre, Media, and Visual Art Teaching Materials and Methods | 3 |
| ATFA 6030 | × | Music and Dance Teaching Materials and Methods | 3 |
| ATFA 6100 | × | Arts Teaching Theory | 3 |
| ATFA 6200 | × | Arts Teaching Applied Theory | 3 |
| ATFA 6300 | × | Socially Engaged Art Making | 3 |
| ATFA 6400 | × | Arts Teaching Seminar | 6 |
| ATFA 6500 | × | Community-Based Arts Teaching | 3 |
| ATFA 6600 | × | Arts Teaching Project Design | 3 |
| ATFA 6700 | × | Arts Teaching Project Implementation | 3 |
| | | | |
| Required Course Credit Hour Sub-Total | | | 30 |
| Elective Courses | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Elective Credit Hour Sub-Total | | | |
| Core Curriculum Credit Hour Sub-Total | | | 30 |

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The two-year, hybrid, low-residency MAT will focus on the development of rigorous pedagogical expertise required to improve

the delivery of high-quality arts experiences. This MAT is appropriate for teaching artists (licensed or not) seeking a graduate-level degree that emphasizes advanced coursework and pedagogy regarding teaching in and across the arts.

The MAT will require 30 semester hours of graduate-level course work in the teaching content area, the fine arts. Eighteen credit hours will be devoted to two 12-day summer intensives on the University of Utah's main campus and will include additional online work to be completed prior and subsequent to the on-campus sessions. Summer intensives will provide colleagues opportunities to engage in and contribute to the greater vision and mission of what arts education is and can be, and will focus on methods-based arts teaching techniques. Cutting-edge arts teaching seminars will convene local, national, and internationally-recognized arts educators to work collaboratively with MAT in Fine Arts candidates, campus and community team teaching opportunities, and hybrid online reflective work. The additional 12 credit hours required for the degree will consist of online work to be completed during the fall and spring semesters of each of the two academic years. Online curriculum will focus on the areas of arts teaching theory and application via three individual arts teaching practicums that will take place in collaboration with various local and national communities.

The curriculum will be structured so that techniques and methods are introduced and applied according to foundational theories that appropriately support candidates as they build on, connect, and apply prior and new knowledge in each course. These foundations will prepare candidates for the successful implementation of a final teaching and assessment project that is meaningful for all participants, relevant, and grounded in sound arts teaching methods and techniques.

MAT Courses:

- Summer 1: ATFA 6015 Theatre, Media, and Visual Art Teaching Materials and Methods; ATFA 6030 Music and Dance Teaching Materials and Methods; ATFA 6100 Arts Teaching Theory
- Fall 1: ATFA 6200 Arts Teaching Applied Theory
- Spring 1: ATFA 6300 Socially Engaged Art Making
- Summer 2: ATFA 6400 Arts Teaching Seminar; ATFA 6500 Community-Based Arts Teaching
- Fall 2: ATFA 6600 Arts Teaching Project Design

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

| | # Tenured | # Tenure -Track | # Non -Tenure Track | |
|---------------------------------------|-----------|-----------------|---------------------|--|
| Faculty: Full Time with Doctorate | 7 | | | |
| Faculty: Part Time with Doctorate | | | | |
| Faculty: Full Time with Masters | 4 | | 1 | |
| Faculty: Part Time with Masters | | | 2 | |
| Faculty: Full Time with Baccalaureate | | | | |
| Faculty: Part Time with Baccalaureate | | | 1 | |
| Teaching / Graduate Assistants | / / / / / | / / / / / | | |
| Staff: Full Time | | | | |
| Staff: Part Time | | | | |

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

| | First Name | Last Name | Tenure (T) / Tenure Track (TT) / Other | Degree | Institution where Credential was Earned | Est. % of time faculty member will dedicate to proposed program. | If "Other," describe |
|-------------------|------------|-------------------|--|----------|---|--|-------------------------|
| Full Time Faculty | | | | | | | |
| | Beth | Krensky | T | PhD | Harvard and UC Boulder - Arts Ed | 15% | |
| | Sandy | Brunvand | Career Line | MFA | University of Utah - Arts Ed | 100% (summer) | |
| | Xan | Johnson | T | PhD | Northwestern University - Theatre Ed | 100% (summer) | |
| | Pam | Geber-Handman | T | MFA | University of Washington | 100% (summer) | |
| | Lien Fan | Shen | T | PhD | Ohio State University - Arts Ed | 100% (summer) | |
| | Jessica | Napoles | T | PhD | Florida State University - Music Ed | 100% (summer) | |
| | Mark | Ely | T | PhD | Ohio State University - Music Ed | 100% (summer) | |
| | Nicole | Robinson | T | PhD | Florida State University - Music Ed | 100% (summer) | |
| | Jared | Rawlings | T | PhD | University of Michigan - Music Ed | 100% (summer) | |
| | Melonie | Murray | T | MFA | University of California, Irvine | 100% (summer) | |
| | Jennifer | Weber | T | MFA | University of Iowa | 100% (summer) | |
| | Brent | Schneider | T | MFA | University of Utah | 100% (summer) | |
| | | | | | | | |
| Part Time Faculty | | | | | | | |
| | Rosi | Hayes | Adjunct | MFA, MEd | Parsons the New School for Design & Bank Street College of Education | 100% (summer) | |
| | Kelby | McIntyre-Martinez | Adjunct | MFA | University of Hawaii, Manoa- Youth Theatre | 100% (summer) | |
| | Penny | Caywood | Adjunct | BA | California State University, Dominguez Hills - Liberal Arts K-8 certification; ESL | 100% (summer) | |
| | | | | | | | |

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

| | # Tenured | # Tenure -Track | # Non -Tenure Track | Academic or Industry Credentials Needed | Est. % of time to be dedicated to proposed program. |
|---------------------------------------|-----------|-----------------|---------------------|---|---|
| Faculty: Full Time with Doctorate | | | | | |
| Faculty: Part Time with Doctorate | | | 1 | PhD with an emphasis in arts education in an art form | 100 % |
| Faculty: Full Time with Masters | | | 1 | Terminal Degree with an emphasis in arts education (director) | 100% |
| Faculty: Part Time with Masters | | | 2 | Terminal Degree with an emphasis in arts education | 100 % |
| Faculty: Full Time with Baccalaureate | | | | | |
| Faculty: Part Time with Baccalaureate | | | | | |
| Teaching / Graduate Assistants | | | | | |
| Staff: Full Time | | | 1 | Online Coordinator and Advisor | 100% |
| Staff: Part Time | | | | | |

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

| Three Year Projection: Program Participation and Department Budget | | | | | | |
|--|---|--|--|--|--------|--------|
| | Year Preceding Implementation | New Program | | | | |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Student Data | | | | | | |
| # of Majors in Department | | | | | | |
| # of Majors in Proposed Program(s) | //// | 15 | 30 | 30 | 30 | 30 |
| # of Graduates from Department | | | | | | |
| # Graduates in New Program(s) | //// | | 15 | 15 | 15 | 15 |
| Department Financial Data | | | | | | |
| <i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i> | Department Budget | | | | | |
| | Year Preceding Implementation (Base Budget) | Year 1 | Year 2 | Year 3 | | |
| | | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | | |
| EXPENSES – nature of additional costs required for proposed program(s) | | | | | | |
| <i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i> | | | | | | |
| Personnel (Faculty & Staff Salary & Benefits) | | \$164,853 | \$170,570 | \$173,470 | | |
| Operating Expenses (equipment, travel, resources) | | \$9,413 | \$15,750 | \$15,750 | | |
| Other: | | | | | | |
| TOTAL PROGRAM EXPENSES | //// | \$174,266 | \$186,320 | \$189,220 | | |
| TOTAL EXPENSES | \$0 | \$174,266 | \$186,320 | \$189,220 | | |
| FUNDING – source of funding to cover additional costs generated by proposed program(s) | | | | | | |
| <i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i> | | | | | | |
| Internal Reallocation | | \$88,527 | \$88,883 | \$21,744 | | |
| Appropriation | | \$4,000 | \$4,000 | \$4,000 | | |
| Special Legislative Appropriation | | | | | | |
| Grants and Contracts | | | | | | |
| Special Fees | | | | | | |
| Tuition | | | | | | |
| Differential Tuition (requires Regents approval) | | \$81,738 | \$163,476 | \$163,476 | | |
| PROPOSED PROGRAM FUNDING | //// | \$174,265 | \$256,359 | \$189,220 | | |
| TOTAL DEPARTMENT FUNDING | \$0 | \$174,265 | \$256,359 | \$189,220 | | |
| Difference | | | | | | |
| Funding - Expense | \$0 | (\$1) | \$70,039 | \$0 | | |

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Because this program employs a summer-intensive format in which the majority of teaching occurs in the summer months when base-funded faculty contracts do not cover teaching requirements, faculty salary expense is comprised mostly of additional compensation for contract and adjunct faculty to teach during the summer semesters. Faculty will be paid at a rate of \$5,000 per 3-credit hour course for summer teaching, consistent with summer teaching compensation for graduate-level courses in CFA academic departments. Only one course during the two-year program will be taught as part of a faculty member's regular contract teaching load. Program costs also include a full-time program director, who will oversee the program and teach specific MAT courses, and one full-time staff member, who will administer the online platform and assist faculty and students in using online instruction tools. Remaining program costs consist of ordinary program and instructional expenses (i.e., advertising and recruitment, lab and technical supplies, guest lecturer costs, and office supplies).

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Internal reallocations include \$174,265 for year one; \$256,359 for year two; and \$189,220 for year three. These allocations will come from the UOnline Education department for staff support in the amount of \$66,240 for year one and \$67,565 for year two; Incentive Model Funding and other CFA Funding in the amount of \$22,287 for year one, \$21,318 for year two, and \$21,744 for year three; other support in the amount of \$4000 each year; and differential tuition in the amount of \$81,738 for year one and \$163,476 for years two and three. This support will ensure funds are in place to cover staff needs during the startup phase of the program when enrollment-dependent revenue is more volatile.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

The College plans to cover the majority of program costs with differential tuition (if approved). The program will propose differential tuition of \$363 per credit hour, which will ensure the program is entirely self-sustaining with a cohort size of at least 15 students. The CFA will propose differential tuition to the Board of Regents to take effect in summer 2018.

In preparation for initiating the MAT, the CFA requests differential tuition of \$363 per credit hour to ensure that the financial viability of the program with an expected cohort size of 15 students. Differential tuition is needed to fund the following additional costs of the MAT:

- Summer teaching costs not covered by existing 9-month faculty contracts. The MAT is a summer intensive program, with 18 of the 30 credit hours taken during the summer semesters; therefore, unfunded summer teaching costs associated with the MAT are extensive.
- Full-time program director position needed to oversee the program and to teach specific MAT courses.
- Full-time staff position needed to assist faculty and students with online coursework.
- Materials such as art supplies and musical instruments needed for instructional classroom activities.

Because there are no unused resources to fund the additional costs of the MAT program, differential tuition is needed to avoid having to divert resources from existing programs. The CFA believes differential tuition is well justified by the student and market demand, tuition rates of comparable programs, and the increase in earnings potential for graduates, as discussed in the preceding pages.

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Review of Financial Statements

Issue

The Board has requested comparative financial information from institutions' annual financial statements.

Background

In January 2016 the Commissioner's Office presented the new fiscal health dashboard to the Finance and Facilities Committee of the Board. The fiscal health dashboard reviews key financial information and ratios for each of the eight USHE institutions and helps provide the Board with a quick review of five-year trends and how the institutions are tracking when compared to their Carnegie peers. The new dashboard can be found on the home page of the Board of Regents website www.higheredutah.org.

In addition to the fiscal health dashboard, members of the Finance and Facilities Committee requested that staff provide a review of the institutional financial statements at the March Board meeting.

Within the realm of higher education finance there are three main financial statements that institutions use to report on their financial status and condition.

1. The Statement of Net Position – Balance Sheet
2. The Statement of Revenues, Expenses and Changes in Net Position – Income Statement
3. Statement of Cash Flows

The Statement of Net Position (Balance Sheet) is a snapshot of the institutions' overall assets and liabilities on the last day of the fiscal year, which is June 30. The change in net position for an institution is calculated using the formula: Total Assets – Total Liabilities.

The Statement of Revenues, Expenses, and Changes in Net Position (Income Statement) shows how an institution's finances change over the fiscal year through a review of operating and non-operating revenues and expenses. The relationship between this statement and the Statement of Net Position is explained with the following formulas:

Change in Net Position = total revenue – total expenses (Income Statement)

Change in Net Position = change in total assets – change in total liabilities (Balance Sheet)

The Cash Flow Statement is the financial statement that shows the inflows and outflows of cash over the year for the institution. USHE institutions use accrual based accounting – meaning that institutions book revenues when earned and expenses when incurred. Accrual based accounting is different from cash based accounting where revenue is recognized when collected and expenses when paid.

The Commissioner's Office staff has prepared a year-over-year review of each of these financial statements for each institution as well as the system in total. In addition, a review of the institutional expenses by functional classification as reported to IPEDS has also been included for Board reference and review.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/KLH
Attachments

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF NET POSITION
FOR THE YEAR ENDED JUNE 30, 2016
(In thousands of dollars)

| | UU | | | USU | | | WSU | | | SUU | | | SNOW | | |
|--|-------------|-------------|----------|-------------|-------------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|
| | 2015 | 2016 | % Change | 2015 | 2016 | % Change | 2015 | 2016 | % Change | 2015 | 2016 | % Change | 2015 | 2016 | % Change |
| Assets | | | | | | | | | | | | | | | |
| Current Assets | | | | | | | | | | | | | | | |
| Cash & cash equivalents | \$402,878 | \$422,488 | 4.9% | \$81,996 | \$61,651 | -24.8% | \$36,983 | \$57,359 | 55.1% | \$16,359 | \$23,309 | 42.5% | \$4,410 | \$7,444 | 68.8% |
| Short-term investments | \$798,349 | \$791,343 | -0.9% | \$44,041 | \$66,659 | 51.4% | \$8,448 | \$15,367 | 81.9% | \$18,217 | \$11,301 | -38.0% | \$1,541 | \$5,572 | 261.5% |
| Receivables, net | \$367,938 | \$381,742 | 3.8% | \$56,477 | \$54,619 | -3.3% | \$5,792 | \$9,588 | 65.6% | \$9,852 | \$6,517 | -33.9% | \$1,151 | \$1,098 | -4.6% |
| Pledges receivable, net | | | | | | | \$1,636 | \$3,004 | 83.6% | \$686 | \$3,037 | 342.7% | | | |
| Notes receivable | | | | \$1,362 | \$1,144 | -16.0% | \$1,040 | \$1,115 | 7.3% | \$441 | \$419 | -4.9% | \$18 | \$11 | -42.8% |
| Inventory | \$59,204 | \$65,819 | 11.2% | \$4,198 | \$4,052 | -3.5% | \$4,670 | \$4,752 | 1.7% | \$837 | \$987 | 17.9% | \$325 | \$132 | -59.5% |
| Other assets and prepaid expenses | \$44,022 | \$26,600 | -39.6% | \$4,125 | \$3,289 | -20.3% | \$492 | \$1,364 | 177.1% | \$4,798 | \$5,084 | 5.9% | \$112 | \$186 | 65.7% |
| Total current assets | \$1,672,391 | \$1,687,992 | 0.9% | \$192,199 | \$191,413 | -0.4% | \$59,061 | \$92,550 | 56.7% | \$51,191 | \$50,654 | -1.0% | \$7,558 | \$14,442 | 91.1% |
| Noncurrent Assets | | | | | | | | | | | | | | | |
| Restricted cash & cash equivalents | \$136,464 | \$133,065 | -2.5% | \$3,134 | \$67,384 | 2050.0% | \$14,389 | \$12,215 | -15.1% | \$22,212 | \$8,773 | -60.5% | \$3,783 | \$3,566 | -5.7% |
| Restricted short-term investments | \$661 | \$1,823 | 175.8% | \$2,411 | \$2,791 | 15.8% | | | | | | | | | |
| Investments | \$1,006,340 | \$1,165,695 | 15.8% | \$256,876 | \$245,466 | -4.4% | \$177,099 | \$144,398 | -18.5% | \$43,504 | \$43,594 | 0.2% | \$9,874 | \$4,453 | -54.9% |
| Restricted Investments | \$514,767 | \$500,118 | -2.8% | \$158,295 | \$156,257 | -1.3% | | | | | | | \$5,942 | \$5,736 | -3.5% |
| Restricted receivables, net | \$56,679 | \$52,377 | -7.6% | \$25,913 | \$18,295 | -29.4% | | | | | | | | | |
| Restricted notes receivables | | | | \$62 | \$59 | -4.7% | | | | | | | | | |
| Accounts receivables | | | | \$13,824 | \$19,790 | 43.2% | \$3,007 | \$4,081 | | | | | \$403 | \$300 | -25.6% |
| Notes receivables | | | | \$10,338 | \$10,682 | 3.3% | \$5,023 | \$5,332 | | \$11,379 | \$11,341 | -0.3% | \$52 | | -100.0% |
| Pledges receivable | | | | | | | \$875 | \$6,990 | | \$6,046 | \$6,306 | 4.3% | | | |
| Donated property held for sale | \$2,869 | \$2,869 | 0.0% | \$446 | \$421 | -5.6% | | | | \$1,289 | | -100.0% | | | |
| Net pension asset | \$211 | \$20 | -90.5% | \$46 | \$3 | -93.1% | \$15 | \$1 | -93.4% | \$6 | \$0 | -93.1% | \$1 | \$0 | -85.2% |
| Other assets | \$8,585 | \$31,243 | 263.9% | \$132 | \$183 | 38.6% | | | | | | | | | |
| Capital assets, net | \$2,504,854 | \$2,718,265 | 8.5% | \$709,459 | \$810,655 | 14.3% | \$286,939 | \$343,195 | 19.6% | \$123,489 | \$137,525 | 11.4% | \$93,060 | \$89,335 | -4.0% |
| Total noncurrent assets | \$4,231,430 | \$4,605,475 | 8.8% | \$1,180,935 | \$1,331,985 | 12.8% | \$487,347 | \$516,212 | 5.9% | \$207,926 | \$207,539 | -0.2% | \$113,115 | \$103,390 | -8.6% |
| Total assets | \$5,903,821 | \$6,293,467 | 6.6% | \$1,373,134 | \$1,523,398 | 10.9% | \$546,407 | \$608,762 | 11.4% | \$259,116 | \$258,193 | -0.4% | \$120,673 | \$117,832 | -2.4% |
| Deferred Outflows of Resources | | | | | | | | | | | | | | | |
| Deferred loss on bonding refund | \$7,994 | \$7,314 | -8.5% | \$2,037 | \$3,370 | 65.5% | \$654 | \$611 | -6.5% | | \$711 | | | | |
| Deferred outflows related to pensions | \$21,255 | \$68,643 | 222.9% | \$5,826 | \$18,892 | 224.3% | \$2,220 | \$7,429 | 234.7% | \$1,423 | \$4,490 | 215.5% | \$517 | \$1,761 | 240.6% |
| Total deferred outflows of resources | \$29,249 | \$75,957 | 159.7% | \$7,863 | \$22,261 | 183.1% | \$2,874 | \$8,040 | 179.8% | \$1,423 | \$5,201 | 265.4% | \$517 | \$1,761 | 240.6% |
| Liabilities | | | | | | | | | | | | | | | |
| Current liabilities | | | | | | | | | | | | | | | |
| Accounts payable to the State of Utah | \$43,435 | \$35,831 | -17.5% | \$16,858 | \$15,448 | -8.4% | \$4,288 | \$3,623 | -15.5% | \$1,139 | \$4,008 | 252.0% | \$544 | \$551 | 1.3% |
| to Others | \$117,993 | \$143,447 | 21.6% | \$48,414 | \$53,262 | 10.0% | \$1,237 | \$2,032 | 64.3% | \$4,608 | \$5,311 | 15.2% | \$1,673 | \$1,559 | -6.8% |
| Accrued liabilities | | | | | | | \$719 | \$557 | -22.6% | | | | | | |
| Accrued payroll | \$116,592 | \$128,175 | 9.9% | | | | \$385 | \$155 | -59.9% | \$2,854 | \$2,504 | -12.2% | | | |
| Compensated absences and early retirement benefits | \$52,825 | \$57,091 | 8.1% | \$16,282 | \$17,832 | 9.5% | \$3,279 | \$3,017 | -8.0% | \$2,206 | \$2,218 | 0.5% | \$628 | \$490 | -22.0% |
| Unearned revenue | \$78,500 | \$87,860 | 11.9% | \$23,246 | \$21,749 | -6.4% | \$7,979 | \$7,659 | -4.0% | \$9,761 | \$7,128 | -27.0% | \$412 | \$387 | -6.0% |
| Deposits and other liabilities | \$121,135 | \$122,772 | 1.4% | \$183 | \$213 | 16.1% | \$1,614 | \$1,680 | 4.1% | \$455 | \$766 | 68.3% | \$531 | \$526 | -0.9% |
| Funds held for others | | | | \$57 | \$76 | 32.5% | | | | | | | | | |
| Bonds, notes, and contracts payable | | | | | | | | | | | | | | | |
| to the state of Utah | \$3,605 | \$3,795 | 5.3% | \$147 | \$139 | -4.8% | | | | | | | \$47 | \$48 | 3.8% |
| to Others | \$109,829 | \$119,384 | 8.7% | \$8,673 | \$8,785 | 1.3% | \$2,556 | \$2,616 | 2.3% | \$4,652 | \$1,430 | -69.3% | \$565 | \$586 | 3.8% |
| Total current liabilities | \$643,914 | \$698,355 | 8.5% | \$113,860 | \$117,505 | 3.2% | \$22,057 | \$21,339 | -3.3% | \$25,674 | \$23,365 | -9.0% | \$4,398 | \$4,147 | -5.7% |

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF NET POSITION
FOR THE YEAR ENDED JUNE 30, 2016
(In thousands of dollars)

| | UU | | | USU | | | WSU | | | SUU | | | SNOW | | |
|--|--------------------|--------------------|--------------|--------------------|--------------------|--------------|------------------|------------------|--------------|------------------|------------------|--------------|-----------------|-----------------|--------------|
| | 2015 | 2016 | % Change | 2015 | 2016 | % Change | 2015 | 2016 | % Change | 2015 | 2016 | % Change | 2015 | 2016 | % Change |
| Noncurrent Liabilities | | | | | | | | | | | | | | | |
| Compensated absences and early retirement benefits | \$20,975 | \$23,009 | 9.7% | \$12,739 | \$13,217 | 3.7% | \$3,070 | \$3,753 | 22.2% | \$1,264 | \$989 | -21.8% | \$335 | \$570 | 69.9% |
| Deposits and other liabilities | \$17,000 | \$23,876 | 40.4% | \$1,622 | \$1,708 | 5.3% | \$459 | \$449 | -2.2% | | | | | | |
| Bonds, notes, and contracts payable | | | | | | | | | | | | | | | |
| to the state of Utah | \$93,265 | \$89,470 | -4.1% | \$289 | \$149 | -48.3% | | | | | | | \$48 | | -100.0% |
| to Others | \$779,130 | \$820,610 | 5.3% | \$130,801 | \$190,220 | 45.4% | \$55,589 | \$52,973 | -4.7% | \$16,642 | \$15,880 | -4.6% | \$15,914 | \$15,329 | -3.7% |
| Net pension liability | \$132,561 | \$174,600 | 31.7% | \$37,273 | \$48,305 | 29.6% | \$13,932 | \$18,640 | 33.8% | \$9,371 | \$11,926 | 27.3% | \$3,413 | \$4,449 | 30.4% |
| Total noncurrent liabilities | \$1,042,931 | \$1,131,565 | 8.5% | \$182,724 | \$253,599 | 38.8% | \$73,051 | \$75,815 | 3.8% | \$27,277 | \$28,796 | 5.6% | \$19,711 | \$20,348 | 3.2% |
| Total Liabilities | \$1,686,845 | \$1,829,920 | 8.5% | \$296,584 | \$371,104 | 25.1% | \$95,107 | \$97,154 | 2.2% | \$52,951 | \$52,160 | -1.5% | \$24,109 | \$24,494 | 1.6% |
| Deferred Inflows of Resources | | | | | | | | | | | | | | | |
| Deferred inflows related to bonds | \$264 | \$211 | -20.1% | | | | | | | | | | | | |
| Deferred inflows related to pensions | \$12,546 | \$17,587 | 40.2% | \$3,549 | \$4,746 | 33.7% | \$1,309 | \$1,761 | 34.5% | \$890 | \$1,175 | 32.1% | \$318 | \$432 | 35.9% |
| Total deferred inflows of resources | \$12,810 | \$17,798 | 38.9% | \$3,549 | \$4,746 | 33.7% | \$1,309 | \$1,761 | 34.5% | \$890 | \$1,175 | 32.1% | \$318 | \$432 | 35.9% |
| Net Position | | | | | | | | | | | | | | | |
| Net investment in capital assets | \$1,641,064 | \$1,784,592 | 8.7% | \$585,149 | \$682,638 | 16.7% | \$230,001 | \$288,218 | 25.3% | \$105,819 | \$120,943 | 14.3% | \$76,639 | \$73,514 | -4.1% |
| Restricted for | | | | | | | | | | | | | | | |
| Nonexpendable | | | | | | | | | | | | | | | |
| Instruction | \$173,931 | \$177,446 | 2.0% | | \$22,200 | | | | | | | | | | |
| Research | \$47,258 | \$49,442 | 4.6% | | | | | | | | | | | | |
| Public service | \$79,380 | \$77,352 | -2.6% | | | | | | | | | | | | |
| Academic support | \$48,337 | \$47,997 | -0.7% | | | | | | | | | | | | |
| Scholarship | \$161,969 | \$164,526 | 1.6% | \$110,991 | \$82,640 | -25.5% | \$85,579 | \$82,975 | -3.0% | \$11,422 | \$12,393 | 8.5% | \$5,477 | \$5,750 | 5.0% |
| Loans | | | | \$13,163 | \$13,048 | -0.9% | | | | | | | | | |
| Foundation | | | | | | | | | | | | | | | |
| Other | \$7,831 | \$7,708 | -1.6% | | \$11,700 | | | | | \$8,088 | \$7,076 | -12.5% | | | |
| Expendable | | | | | | | | | | | | | | | |
| Research | \$72,094 | \$63,154 | -12.4% | | | | \$1,676 | \$1,994 | 19.0% | | | | | | |
| Public service | \$135,357 | \$138,013 | 2.0% | | | | | | | | | | | | |
| Research, instruction, public service | | | | \$177,173 | \$168,461 | -4.9% | | | | | | | | | |
| Academic support | \$37,676 | \$39,020 | 3.6% | | | | | | | | | | | | |
| Institutional support | \$19,870 | \$14,618 | -26.4% | | | | | | | | | | | | |
| Scholarship | \$66,035 | \$68,334 | 3.5% | | | | \$39,319 | \$41,754 | 6.2% | \$3,177 | \$3,360 | 5.8% | \$1,709 | \$1,274 | -25.4% |
| Loans | \$34,377 | \$34,239 | -0.4% | | | | \$7,755 | \$7,595 | -2.1% | \$2,059 | \$2,006 | -2.6% | \$415 | \$356 | -14.3% |
| Capital additions | | \$69,516 | | \$57,549 | \$31,956 | -44.5% | \$3,605 | \$9,551 | 164.9% | \$33,817 | \$17,001 | -49.7% | | | |
| Debt Service | | | | | | | \$1,215 | \$1,222 | 0.5% | | | | \$1,414 | \$1,947 | 37.7% |
| Foundation | | | | | | | | | | | | | | | |
| Other | \$83,780 | \$84,001 | 0.3% | | | | | | | \$5,927 | \$5,782 | -2.4% | \$1,842 | \$4,098 | 122.5% |
| Unrestricted | \$1,624,456 | \$1,701,748 | 4.8% | \$136,838 | \$157,166 | 14.9% | \$83,715 | \$84,579 | 1.0% | \$36,391 | \$41,498 | 14.0% | \$9,267 | \$7,727 | -16.6% |
| Total net position | \$4,233,415 | \$4,521,706 | 6.8% | \$1,080,864 | \$1,169,809 | 8.2% | \$452,865 | \$517,887 | 14.4% | \$206,699 | \$210,059 | 1.6% | \$96,763 | \$94,667 | -2.2% |
| Balance Sheet Ratios | | | | | | | | | | | | | | | |
| Quick Ratio:(Current Assets-Inventory)/Current Liabilities | 2.51 | 2.32 | | 1.65 | 1.59 | | 2.47 | 4.11 | | 1.96 | 2.13 | | 1.64 | 3.45 | |
| Current Ratio: Current Assets / Current Liabilities | 2.60 | 2.42 | | 1.69 | 1.63 | | 2.68 | 4.34 | | 1.99 | 2.17 | | 1.72 | 3.48 | |
| Primary Reserve:Expendable Net Assets/Total expenses | 0.99 | 1.00 | | 1.54 | 1.57 | | 1.67 | 1.90 | | 1.33 | 1.31 | | 1.84 | 1.75 | |
| <i>Ratio Goal: Greater than 1.0</i> | | | | | | | | | | | | | | | |

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF NET POSITION
FOR THE YEAR ENDED JUNE 30, 2016
(In thousands of dollars)

| | DSU | | | UVU | | | SLCC | | | USHE | | |
|--|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-------------|--------------|----------|
| | 2015 | 2016 | % Change | 2015 | 2016 | % Change | 2015 | 2016 | % Change | 2015 | 2016 | % Change |
| Assets | | | | | | | | | | | | |
| Current Assets | | | | | | | | | | | | |
| Cash & cash equivalents | \$26,593 | \$17,042 | -35.9% | \$83,749 | \$113,203 | 35.2% | \$31,204 | \$30,739 | -1.5% | \$684,172 | \$733,235 | 7.2% |
| Short-term investments | \$3,900 | \$5,742 | 47.2% | \$10,000 | \$10,500 | 5.0% | \$16,381 | \$46,160 | 181.8% | \$900,878 | \$952,644 | 5.7% |
| Receivables, net | \$1,476 | \$2,052 | 39.0% | \$8,554 | \$5,474 | -36.0% | \$8,649 | \$7,741 | -10.5% | \$459,888 | \$468,831 | 1.9% |
| Pledges receivable, net | | | | \$8,908 | \$12,091 | 35.7% | | | | \$11,231 | \$18,132 | 61.4% |
| Notes receivable | \$426 | \$489 | 14.8% | | | | \$542 | \$514 | -5.1% | \$3,828 | \$3,692 | -3.6% |
| Inventory | \$998 | \$810 | -18.9% | \$2,774 | \$2,733 | -1.5% | \$2,329 | \$1,496 | -35.7% | \$75,335 | \$80,781 | 7.2% |
| Other assets and prepaid expenses | \$126 | \$175 | 39.1% | \$460 | \$767 | 66.7% | \$214 | \$492 | 130.3% | \$54,349 | \$37,955 | -30.2% |
| Total current assets | \$33,519 | \$26,309 | -21.5% | \$114,445 | \$144,768 | 26.5% | \$59,318 | \$87,142 | 46.9% | \$2,189,681 | \$2,295,270 | 4.8% |
| Noncurrent Assets | | | | | | | | | | | | |
| Restricted cash & cash equivalents | \$23,802 | \$11,479 | -51.8% | \$38,403 | \$4,224 | -89.0% | \$1,812 | \$1,197 | -33.9% | \$243,999 | \$241,903 | -0.9% |
| Restricted short-term investments | | | | | | | | | | \$3,072 | \$4,614 | 50.2% |
| Investments | \$19,393 | \$27,295 | 40.7% | \$35,057 | \$69,707 | 98.8% | \$81,457 | \$56,230 | -31.0% | \$1,629,600 | \$1,756,838 | 7.8% |
| Restricted Investments | | | | | | | | | | \$679,004 | \$662,111 | -2.5% |
| Restricted receivables, net | | | | | | | | | | \$82,592 | \$70,672 | -14.4% |
| Restricted notes receivables | | | | | | | | | | \$62 | \$59 | -4.7% |
| Accounts receivables | \$1,265 | \$2,455 | 94.1% | \$5,650 | \$6,140 | 8.7% | | | | \$24,149 | \$32,765 | 35.7% |
| Notes receivables | \$859 | \$739 | -14.0% | \$19,596 | \$15,282 | -22.0% | \$3,506 | \$3,183 | -9.2% | \$50,752 | \$46,559 | -8.3% |
| Pledges receivable | | | | | | | \$97 | \$65 | -33.2% | \$7,019 | \$13,361 | 90.4% |
| Donated property held for sale | \$100 | \$100 | 0.0% | | | | | | | \$4,704 | \$3,390 | -27.9% |
| Net pension asset | \$4 | \$1 | -77.0% | \$26 | \$2 | -91.4% | \$17 | \$1 | -92.2% | \$326 | \$29 | -91.0% |
| Other assets | | | | \$3,567 | \$3,206 | -10.1% | \$178 | \$178 | 0.0% | \$12,461 | \$34,809 | 179.3% |
| Capital assets, net | \$130,812 | \$151,622 | 15.9% | \$373,490 | \$368,700 | -1.3% | \$232,106 | \$228,818 | -1.4% | \$4,454,208 | \$4,848,115 | 8.8% |
| Total noncurrent assets | \$176,234 | \$193,691 | 9.9% | \$475,789 | \$467,260 | -1.8% | \$319,173 | \$289,672 | -9.2% | \$7,191,948 | \$7,715,225 | 7.3% |
| Total assets | \$209,753 | \$220,000 | 4.9% | \$590,234 | \$612,028 | 3.7% | \$378,491 | \$376,814 | -0.4% | \$9,381,628 | \$10,010,495 | 6.7% |
| Deferred Outflows of Resources | | | | | | | | | | | | |
| Deferred loss on bonding refund | | | | | | | | | | \$10,685 | \$12,006 | 12.4% |
| Deferred outflows related to pensions | \$727 | \$2,322 | 219.4% | \$3,737 | \$11,958 | 220.0% | \$2,353 | \$8,490 | 260.8% | \$38,059 | \$123,984 | 225.8% |
| Total deferred outflows of resources | \$727 | \$2,322 | 219.4% | \$3,737 | \$11,958 | 220.0% | \$2,353 | \$8,490 | 260.8% | \$48,743 | \$135,990 | 179.0% |
| Liabilities | | | | | | | | | | | | |
| Current liabilities | | | | | | | | | | | | |
| Accounts payable to the State of Utah | \$1,103 | \$7,897 | 616.3% | \$4,047 | \$3,433 | -15.2% | \$1,243 | \$1,125 | -9.5% | \$72,656 | \$71,916 | -1.0% |
| to Others | \$958 | \$1,276 | 33.2% | | | | \$9,255 | \$4,061 | -56.1% | \$184,137 | \$210,948 | 14.6% |
| Accrued liabilities | \$452 | \$676 | 49.6% | \$11,584 | \$13,543 | 16.9% | | | | \$12,756 | \$14,777 | 15.8% |
| Accrued payroll | | | | | | | \$6,910 | \$7,437 | 7.6% | \$126,741 | \$138,271 | 9.1% |
| Compensated absences and early retirement benefits | \$1,234 | \$1,513 | 22.6% | | | | \$4,451 | \$4,834 | 8.6% | \$80,905 | \$86,995 | 7.5% |
| Unearned revenue | \$899 | \$985 | 9.6% | \$9,135 | \$9,010 | -1.4% | \$8,197 | \$7,470 | -8.9% | \$138,128 | \$142,249 | 3.0% |
| Deposits and other liabilities | \$281 | \$342 | 21.6% | \$367 | \$315 | -14.1% | \$74 | | -100.0% | \$124,640 | \$126,614 | 1.6% |
| Funds held for others | | | | \$685 | \$691 | 1.0% | \$659 | \$434 | | \$1,401 | \$1,201 | -14.3% |
| Bonds, notes, and contracts payable | | | | | | | | | | | | |
| to the state of Utah | | | | | | | \$137 | | -100.0% | \$3,935 | \$3,983 | 1.2% |
| to Others | \$1,356 | \$1,549 | 14.2% | \$3,733 | \$3,751 | 0.5% | \$1,614 | | -100.0% | \$132,978 | \$138,101 | 3.9% |
| Total current liabilities | \$6,283 | \$14,238 | 126.6% | \$29,551 | \$30,745 | 4.0% | \$32,540 | \$25,361 | -22.1% | \$878,277 | \$935,053 | 6.5% |

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF NET POSITION
FOR THE YEAR ENDED JUNE 30, 2016
(In thousands of dollars)

| | DSU | | | UVU | | | SLCC | | | USHE | | |
|--|------------------|------------------|--------------|------------------|------------------|--------------|------------------|------------------|--------------|--------------------|--------------------|--------------|
| | 2015 | 2016 | % Change | 2015 | 2016 | % Change | 2015 | 2016 | % Change | 2015 | 2016 | % Change |
| Noncurrent Liabilities | | | | | | | | | | | | |
| Compensated absences and early retirement benefits | \$571 | \$1,092 | 91.5% | | \$3,903 | | \$3,878 | \$3,969 | 2.3% | \$42,833 | \$50,502 | 17.9% |
| Deposits and other liabilities | | | | \$4,956 | \$496 | -90.0% | | | | \$24,036 | \$26,528 | 10.4% |
| Bonds, notes, and contracts payable to the state of Utah | | | | | | | \$528 | | -100.0% | \$94,131 | \$89,619 | -4.8% |
| to Others | \$33,175 | \$26,994 | -18.6% | \$65,796 | \$27,208 | -58.6% | \$2,522 | | -100.0% | \$1,099,570 | \$1,149,214 | 4.5% |
| Net pension liability | \$4,922 | \$8,590 | 74.5% | \$19,363 | \$59,842 | 209.0% | \$13,637 | \$19,161 | 40.5% | \$234,472 | \$345,513 | 47.4% |
| Total noncurrent liabilities | \$38,668 | \$36,676 | -5.2% | \$90,115 | \$91,449 | 1.5% | \$20,565 | \$23,130 | 12.5% | \$1,495,042 | \$1,661,377 | 11.1% |
| Total Liabilities | \$44,950 | \$50,914 | 13.3% | \$119,666 | \$122,194 | 2.1% | \$53,106 | \$48,490 | -8.7% | \$1,495,042 | \$1,661,377 | 11.1% |
| Deferred Inflows of Resources | | | | | | | | | | | | |
| Deferred inflows related to bonds | | | | | | | | | | \$264 | \$211 | -20.1% |
| Deferred inflows related to pensions | \$470 | \$623 | 32.6% | \$1,820 | \$2,564 | 40.9% | \$1,285 | \$1,831 | 42.5% | \$22,185 | \$30,719 | 38.5% |
| Total deferred inflows of resources | \$470 | \$623 | 32.6% | \$1,820 | \$2,564 | 40.9% | \$1,285 | \$1,831 | 42.5% | \$22,449 | \$30,930 | 37.8% |
| Net Position | | | | | | | | | | | | |
| Net investment in capital assets | \$118,477 | \$131,002 | 10.6% | \$308,045 | \$309,149 | 0.4% | \$230,876 | \$228,818 | -0.9% | \$3,296,069 | \$3,618,873 | 9.8% |
| Restricted for | | | | | | | | | | | | |
| Nonexpendable | | | | | | | | | | | | |
| Instruction | | | | | | | | | | \$173,931 | \$199,646 | 14.8% |
| Research | | | | | | | | | | \$47,258 | \$49,442 | 4.6% |
| Public service | | | | | | | | | | \$79,380 | \$77,352 | -2.6% |
| Academic support | | | | | | | | | | \$48,337 | \$47,997 | -0.7% |
| Scholarship | \$10,064 | \$10,260 | 1.9% | \$21,098 | \$22,397 | 6.2% | \$3,721 | \$234 | -93.7% | \$410,321 | \$381,175 | -7.1% |
| Loans | | | | | | | | | | | | |
| Foundation | \$9,487 | \$9,574 | 0.9% | | | | | \$4,168 | | \$9,487 | \$13,742 | 44.8% |
| Other | \$2,354 | \$2,312 | -1.8% | | | | \$600 | \$600 | 0.0% | \$18,873 | \$29,396 | 55.8% |
| Expendable | | | | | | | | | | | | |
| Research | | | | \$3,589 | \$2,929 | -18.4% | | | | \$77,359 | \$68,077 | -12.0% |
| Public service | | | | | | | | | | \$135,357 | \$138,013 | 2.0% |
| Research, instruction, public service | | | | | | | | | | \$177,173 | \$168,461 | -4.9% |
| Academic support | | | | | | | \$632 | \$579 | -8.5% | \$38,308 | \$39,599 | 3.4% |
| Institutional support | | | | | | | | | | \$19,870 | \$14,618 | -26.4% |
| Scholarship | \$2,494 | \$2,523 | 1.1% | \$49,123 | \$59,118 | 20.3% | \$4,300 | \$4 | -99.9% | \$166,157 | \$176,367 | 6.1% |
| Loans | \$1,288 | \$1,221 | -5.2% | | | | \$4,026 | \$3,893 | -3.3% | \$49,919 | \$49,309 | -1.2% |
| Capital additions | \$60 | \$1,495 | 2410.2% | | | | \$1,201 | \$1,412 | 17.6% | \$96,231 | \$130,931 | 36.1% |
| Debt Service | \$224 | \$141 | -37.4% | | | | | | | \$2,853 | \$3,309 | 16.0% |
| Foundation | \$5,259 | \$3,944 | -25.0% | | | | | \$4,065 | | \$5,259 | \$8,008 | 52.3% |
| Other | \$1,278 | \$1,154 | -9.7% | | \$105,635 | | \$1,359 | \$1,767 | 30.0% | \$94,186 | \$202,437 | 114.9% |
| Unrestricted | \$14,073 | \$6,891 | -51.0% | \$90,630 | | -100.0% | \$79,739 | \$89,445 | 12.2% | \$2,075,109 | \$2,089,054 | 0.7% |
| Total net position | \$165,059 | \$170,516 | 3.3% | \$472,486 | \$499,228 | 5.7% | \$326,453 | \$334,983 | 2.6% | \$7,034,603 | \$7,518,855 | 6.9% |
| Balance Sheet Ratios | | | | | | | | | | | | |
| Quick Ratio:(Current Assets-Inventory)/Current Liabilities | 5.18 | 1.79 | | 3.78 | 4.62 | | 1.75 | 3.38 | | 2.41 | 2.37 | |
| Current Ratio: Current Assets / Current Liabilities | 5.33 | 1.85 | | 3.87 | 4.71 | | 1.82 | 3.44 | | 2.49 | 2.45 | |
| Primary Reserve:Expendable Net Assets/Total expenses | 1.53 | 1.50 | | 1.54 | 1.54 | | 1.57 | 1.57 | | 1.16 | 1.18 | |
| <i>Ratio Goal: Greater than 1.0</i> | | | | | | | | | | | | |

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
FOR THE YEAR ENDED JUNE 30, 2016
(In thousands of dollars)

| | UU | | | USU | | | WSU | | | SUU | | | SNOW | | |
|--|-------------|-------------|--------|-------------|-------------|--------|-------------|-------------|--------|------------|------------|-------|------------|------------|--------|
| | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg |
| Operating Revenues & Expenses | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | |
| Tuition and fees, net | \$304,008 | \$316,373 | 4.1% | \$120,605 | \$128,022 | 6.2% | \$79,759 | \$82,277 | 3.2% | \$65,447 | \$61,233 | -6.4% | \$8,542 | \$8,865 | 3.8% |
| Patient services, net | \$1,816,284 | \$1,998,637 | 10.0% | | | | | | | | | | | | |
| Interest on Student loans Receivables | | | | | | | | | | \$28 | \$29 | 2.8% | | | |
| Federal appropriations | | | | \$5,132 | \$5,010 | -2.4% | | | | | | | | | |
| Federal grants and contracts | \$247,102 | \$248,584 | 0.6% | \$145,283 | \$152,433 | 4.9% | \$443 | \$391 | -11.7% | \$753 | \$1,205 | 60.0% | | | |
| State and local grants and contracts | \$16,451 | \$14,303 | -13.1% | \$12,851 | \$11,042 | -14.1% | \$66 | \$40 | -38.8% | | | | \$250 | \$280 | 12.1% |
| Non governmental grants and contracts | \$99,081 | \$104,851 | 5.8% | \$14,471 | \$15,151 | 4.7% | \$74 | \$70 | -4.5% | | | | | | |
| Sales and services, net | \$740,220 | \$821,071 | 10.9% | \$12,516 | \$11,922 | -4.8% | \$2,374 | \$2,466 | 3.9% | \$15,170 | \$14,973 | -1.3% | \$97 | \$87 | -10.7% |
| Conferences and institutes (non-credit) | | | | \$7,333 | \$8,684 | 18.4% | | | | | | | | | |
| Service departments | | | | \$2,216 | \$1,937 | -12.6% | | | | | | | | | |
| Auxiliary enterprises, net | \$133,057 | \$146,407 | 10.0% | \$46,677 | \$49,044 | 5.1% | \$16,654 | \$16,591 | -0.4% | \$4,110 | \$4,512 | 9.8% | \$3,330 | \$3,499 | 5.1% |
| Foundation Contributions Received | | | | | | | | | | | | | | | |
| Other operating revenues | \$104,205 | \$110,591 | 6.1% | \$15,619 | \$18,053 | 15.6% | \$3,024 | \$3,564 | 17.8% | | | | \$1,940 | \$1,533 | -21.0% |
| Total operating revenues | \$3,460,408 | \$3,760,817 | 8.7% | \$382,702 | \$401,299 | 4.9% | \$102,393 | \$105,399 | 2.9% | \$85,508 | \$81,952 | -4.2% | \$14,159 | \$14,263 | 0.7% |
| Expenses | | | | | | | | | | | | | | | |
| Compensation and benefits | \$1,931,353 | \$2,124,108 | 10.0% | \$373,701 | \$392,218 | 5.0% | \$135,828 | \$141,985 | 4.5% | \$72,294 | \$77,976 | 7.9% | \$25,698 | \$28,185 | 9.7% |
| Actuarial calculated pension expenses | | | | \$7,098 | \$9,937 | 40.0% | | | | | | | \$622 | \$888 | 42.9% |
| Component units | \$395,966 | \$435,283 | 9.9% | | | | | | | | | | | | |
| Supplies | \$432,171 | \$498,101 | 15.3% | | | | | | | \$42,069 | \$39,937 | -5.1% | \$11,719 | \$10,134 | -13.5% |
| Purchased services | \$142,619 | \$155,401 | 9.0% | | | | | | | | | | | | |
| Depreciation and amortization | \$189,481 | \$204,396 | 7.9% | \$41,710 | \$43,260 | 3.7% | \$14,215 | \$15,311 | 7.7% | \$6,249 | \$5,978 | -4.3% | \$4,636 | \$4,558 | -1.7% |
| Utilities | \$79,099 | \$81,570 | 3.1% | | | | | | | \$2,176 | \$2,267 | 4.2% | \$1,619 | \$1,620 | 0.1% |
| Cost of goods sold | \$37,054 | \$38,675 | 4.4% | | | | | | | | | | | | |
| Repairs and maintenance | \$98,677 | \$66,719 | -32.4% | | | | | | | \$1,160 | \$1,248 | 7.5% | | | |
| Scholarships and fellowships | \$30,088 | \$29,766 | -1.1% | \$32,920 | \$29,283 | -11.0% | \$18,441 | \$17,018 | -7.7% | \$5,209 | \$6,771 | 30.0% | \$4,163 | \$4,230 | 1.6% |
| Donation to the College | | | | | | | | | | | | | | | |
| Other operating expenses | \$367,356 | \$331,716 | -9.7% | \$158,264 | \$178,855 | 13.0% | \$50,060 | \$52,156 | 4.2% | \$10,344 | \$10,661 | 3.1% | \$499 | \$491 | -1.5% |
| Total operating expenses | \$3,703,864 | \$3,965,735 | 7.1% | \$613,693 | \$653,554 | 6.5% | \$218,544 | \$226,470 | 3.6% | \$139,500 | \$144,837 | 3.8% | \$48,956 | \$50,106 | 2.3% |
| Operating revenue/ (loss) | (\$243,456) | (\$204,918) | -15.8% | (\$230,991) | (\$252,255) | 9.2% | (\$116,151) | (\$121,071) | 4.2% | (\$53,992) | (\$62,886) | 16.5% | (\$34,797) | (\$35,843) | 3.0% |

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
FOR THE YEAR ENDED JUNE 30, 2016
(In thousands of dollars)

| | UU | | | USU | | | WSU | | | SUU | | | SNOW | | |
|---|------------|------------|---------|-----------|-----------|--------|-----------|-----------|---------|----------|-----------|---------|-----------|-----------|--------|
| | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg |
| Nonoperating Revenues (Expenses) | | | | | | | | | | | | | | | |
| State appropriations | \$287,929 | \$313,518 | 8.9% | \$182,194 | \$188,064 | 3.2% | \$73,372 | \$77,274 | 5.3% | \$33,290 | \$35,219 | 5.8% | \$24,258 | \$23,392 | -3.6% |
| State and local grants | | | | \$8,251 | \$10,428 | 26.4% | \$2,502 | \$2,752 | 10.0% | | | | | | |
| State land grant revenues | | | | \$421 | \$484 | 15.0% | | | | | | | | | |
| Financial aid grants | | | | \$40,727 | \$39,835 | -2.2% | | | | | | | | | |
| Government Grants | \$43,177 | \$34,663 | -19.7% | | | | \$35,053 | \$32,837 | -6.3% | \$21,461 | \$21,269 | -0.9% | \$8,122 | \$7,976 | -1.8% |
| Nongovernmental grants and contracts | | | | | | | \$310 | \$406 | 31.1% | \$4,231 | \$4,311 | 1.9% | | | |
| Gifts | \$101,312 | \$90,869 | -10.3% | \$14,398 | \$20,605 | 43.1% | \$7,495 | \$9,127 | 21.8% | | | | \$1,524 | \$1,283 | -15.8% |
| Investment income | \$41,557 | \$27,104 | -34.8% | \$14,848 | \$18,226 | 22.7% | \$2,039 | (\$728) | -135.7% | \$962 | \$1,119 | 16.3% | \$302 | \$343 | 13.7% |
| Interest | (\$34,805) | (\$38,158) | 9.6% | (\$4,076) | (\$5,343) | 31.1% | (\$1,953) | (\$2,118) | 8.5% | (\$807) | (\$650) | -19.4% | | | |
| Others | \$2,769 | (\$2,394) | -186.5% | (\$3,141) | (\$1,992) | -36.6% | | | | (\$704) | (\$33) | -95.3% | (\$692) | (\$612) | -11.5% |
| Total nonoperating revenues | \$441,939 | \$425,602 | -3.7% | \$253,621 | \$270,306 | 6.6% | \$118,817 | \$119,549 | 0.6% | \$58,433 | \$61,234 | 4.8% | \$33,513 | \$32,382 | -3.4% |
| Income before capital and permanent endowment additions | \$198,483 | \$220,684 | 11.2% | \$22,631 | \$18,051 | -20.2% | \$2,666 | (\$1,522) | -157.1% | \$4,441 | (\$1,651) | -137.2% | (\$1,284) | (\$3,462) | 169.6% |

| | | | | | | | | | | | | | | | |
|--|-----------|-----------|--------|----------|----------|--------|----------|----------|--------|----------|---------|--------|---------|-----------|---------|
| Capital and Permanent Endowment Additions | | | | | | | | | | | | | | | |
| Capital appropriations | \$8,055 | \$22,620 | 180.8% | \$7,986 | \$52,990 | 563.5% | \$5,522 | \$55,116 | 898.1% | \$1,156 | \$640 | -44.7% | \$3,000 | | -100.0% |
| Capital grants and gifts | \$23,674 | \$24,256 | 2.5% | \$19,286 | \$13,259 | -31.3% | \$1,624 | \$9,127 | 461.9% | \$6,552 | \$3,515 | -46.3% | | | |
| Additions to permanent endowments | \$22,241 | \$20,731 | -6.8% | \$5,120 | \$4,646 | -9.3% | \$2,432 | \$2,302 | -5.4% | \$977 | \$857 | -12.3% | \$52 | \$71 | 37.4% |
| Total capital and permanent endowment additions | \$53,970 | \$67,607 | 25.3% | \$32,392 | \$70,895 | 118.9% | \$9,579 | \$66,545 | 594.7% | \$8,685 | \$5,012 | -42.3% | \$3,052 | \$71 | -97.7% |
| Increase in net position | \$252,453 | \$288,291 | 14.2% | \$55,022 | \$88,946 | 61.7% | \$12,245 | \$65,022 | 431.0% | \$13,126 | \$3,360 | -74.4% | \$1,768 | (\$3,390) | -291.7% |

| | | | | | | | | | | | | | | | |
|----------------------------------|-------------|-------------|------|-------------|-------------|------|-----------|-----------|-------|-----------|-----------|------|----------|----------|-------|
| Net Position | | | | | | | | | | | | | | | |
| Net position - beginning of year | \$3,980,962 | \$4,233,415 | 6.3% | \$1,025,842 | \$1,080,864 | 5.4% | \$440,620 | \$452,565 | 2.7% | \$193,573 | \$206,699 | 6.8% | \$94,994 | \$98,057 | 3.2% |
| Net position - end of year | \$4,233,415 | \$4,521,706 | 6.8% | \$1,080,864 | \$1,169,809 | 8.2% | \$452,865 | \$517,587 | 14.3% | \$206,699 | \$210,059 | 1.6% | \$96,763 | \$94,667 | -2.2% |

| | | | | | | | | | | | | | | | |
|---|------|------|--|------|------|--|------|-------|--|------|-------|--|-------|-------|--|
| Ratios | | | | | | | | | | | | | | | |
| Net Operating Revenues: Operating Revenue (loss) + Net Non Operating Revenues / Operating Revenue + Non Operating Revenue | 5.1% | 5.3% | | 3.6% | 2.7% | | 1.2% | -0.7% | | 3.1% | -1.2% | | -2.7% | -7.4% | |
| <i>Ratio Goal: Positive value is a surplus for the year Between 2% - 4% return over long-term</i> | | | | | | | | | | | | | | | |
| Return on Net Assets: Change in net assets/Total Net Assets | 6.0% | 6.4% | | 5.1% | 7.6% | | 2.7% | 12.6% | | 6.4% | 1.6% | | 1.8% | -3.6% | |
| <i>Ratio Standard: Greater than 4% Ratio Goal: Between 3% - 4% return over long-term</i> | | | | | | | | | | | | | | | |

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
FOR THE YEAR ENDED JUNE 30, 2016
(In thousands of dollars)

| | DSU | | | UVU | | | SLCC | | | USHE | | |
|--|------------|------------|---------|-------------|-------------|-------|-------------|-------------|--------|---------------|---------------|--------|
| | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg |
| Operating Revenues & Expenses | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | |
| Tuition and fees, net | \$32,437 | \$35,745 | 10.2% | \$113,799 | \$126,084 | 10.8% | \$62,516 | \$62,067 | -0.7% | \$787,112 | \$820,667 | 4.3% |
| Patient services, net | | | | | | | | | | \$1,816,284 | \$1,998,637 | 10.0% |
| Interest on Student loans Receivables | | | | | | | \$276 | \$279 | 1.0% | | \$308 | 1.2% |
| Federal appropriations | | | | | | | | | | \$5,132 | \$5,010 | -2.4% |
| Federal grants and contracts | \$80 | \$80 | 0.1% | \$321 | \$450 | 40.1% | \$5,867 | \$6,053 | 3.2% | \$399,850 | \$409,196 | 2.3% |
| State and local grants and contracts | \$27 | | -100.0% | | | | \$997 | \$1,051 | 5.4% | \$30,642 | \$26,717 | -12.8% |
| Non governmental grants and contracts | \$17 | | -100.0% | \$302 | \$283 | -6.4% | \$2,005 | \$1,833 | -8.6% | \$115,950 | \$122,188 | 5.4% |
| Sales and services, net | | | | \$3,636 | \$3,894 | 7.1% | \$259 | \$266 | 2.7% | \$774,272 | \$854,678 | 10.4% |
| Conferences and institutes (non-credit) | | | | | | | | | | \$7,333 | \$8,684 | 18.4% |
| Service departments | | | | | | | | | | \$2,216 | \$1,937 | -12.6% |
| Auxiliary enterprises, net | \$8,258 | \$8,012 | -3.0% | \$13,354 | \$13,281 | -0.6% | \$10,837 | \$9,535 | -12.0% | \$236,277 | \$250,882 | 6.2% |
| Foundation Contributions Received | \$516 | \$387 | -24.9% | | | | \$1,753 | \$2,983 | 70.1% | \$2,269 | \$3,370 | 48.5% |
| Other operating revenues | \$893 | \$568 | -36.4% | \$4,686 | \$4,699 | 0.3% | \$2,691 | \$3,273 | 21.6% | \$133,059 | \$142,281 | 6.9% |
| Total operating revenues | \$42,228 | \$44,793 | 6.1% | \$136,099 | \$148,692 | 9.3% | \$87,202 | \$87,340 | 0.2% | \$4,310,699 | \$4,644,555 | 7.7% |
| Expenses | | | | | | | | | | | | |
| Compensation and benefits | \$48,766 | \$52,956 | 8.6% | \$177,340 | \$191,928 | 8.2% | \$119,419 | \$126,114 | 5.6% | \$2,884,399 | \$3,135,471 | 8.7% |
| Actuarial calculated pension expenses | \$915 | \$1,220 | 33.3% | | | | \$2,680 | \$4,246 | 58.4% | \$11,315 | \$16,291 | 44.0% |
| Component units | | | | | | | | | | \$395,966 | \$435,283 | 9.9% |
| Supplies | | | | \$42,510 | \$43,836 | 3.1% | | | | \$528,470 | \$592,007 | 12.0% |
| Purchased services | | | | | | | | | | \$142,619 | \$155,401 | 9.0% |
| Depreciation and amortization | \$5,554 | \$5,634 | 1.4% | \$14,750 | \$15,602 | 5.8% | \$10,851 | \$11,331 | 4.4% | \$287,446 | \$306,071 | 6.5% |
| Utilities | \$1,811 | \$1,945 | 7.4% | \$12,380 | \$14,137 | 14.2% | | | | \$97,084 | \$101,539 | 4.6% |
| Cost of goods sold | \$3,741 | \$3,718 | -0.6% | \$9,187 | \$8,822 | -4.0% | | | | \$49,982 | \$51,215 | 2.5% |
| Repairs and maintenance | | | | | | | | | | \$99,837 | \$67,967 | -31.9% |
| Scholarships and fellowships | \$15,057 | \$14,535 | -3.5% | \$34,653 | \$32,551 | -6.1% | \$19,421 | \$17,249 | -11.2% | \$159,952 | \$151,403 | -5.3% |
| Donation to the College | \$130 | \$822 | 534.2% | | | | \$1,295 | \$2,688 | 107.5% | \$1,425 | \$3,510 | 146.3% |
| Other operating expenses | \$17,351 | \$17,038 | -1.8% | | | | \$50,798 | \$48,340 | -4.8% | \$654,671 | \$639,257 | -2.4% |
| Total operating expenses | \$93,323 | \$97,867 | 4.9% | \$290,820 | \$306,876 | 5.5% | \$204,465 | \$209,968 | 2.7% | \$5,313,165 | \$5,655,414 | 6.4% |
| Operating revenue/ (loss) | (\$51,096) | (\$53,074) | 3.9% | (\$154,721) | (\$158,184) | 2.2% | (\$117,263) | (\$122,628) | 4.6% | (\$1,002,466) | (\$1,010,859) | 0.8% |

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
FOR THE YEAR ENDED JUNE 30, 2016
(In thousands of dollars)

| | DSU | | | UVU | | | SLCC | | | USHE | | |
|---|----------|-----------|----------|-----------|-----------|--------|-----------|-----------|--------|-------------|-------------|--------|
| | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg |
| Nonoperating Revenues (Expenses) | | | | | | | | | | | | |
| State appropriations | \$31,955 | \$33,571 | 5.1% | \$100,190 | \$102,596 | 2.4% | \$90,387 | \$96,337 | 6.6% | \$823,576 | \$869,969 | 5.6% |
| State and local grants | \$1,220 | \$1,088 | -10.8% | \$8,203 | \$6,787 | -17.3% | \$662 | \$632 | -4.5% | \$20,838 | \$21,686 | 4.1% |
| State land grant revenues | | | | | | | | | | \$421 | \$484 | 15.0% |
| Financial aid grants | | | | | | | | | | \$40,727 | \$39,835 | -2.2% |
| Government Grants | \$17,409 | \$15,661 | -10.0% | \$57,106 | \$55,501 | -2.8% | \$34,966 | \$29,336 | -16.1% | \$217,294 | \$197,243 | -9.2% |
| Nongovernmental grants and contracts | \$14 | \$13 | -1.4% | | | | | | | \$4,554 | \$4,730 | 3.9% |
| Gifts | \$840 | \$1,129 | 34.4% | \$23,336 | \$17,430 | -25.3% | \$756 | \$896 | 18.5% | \$149,660 | \$141,340 | -5.6% |
| Investment income | \$440 | (\$16) | -103.6% | \$2,941 | \$3,074 | 4.5% | \$1,050 | \$2,027 | 93.1% | \$64,139 | \$51,148 | -20.3% |
| Interest | (\$344) | (\$523) | 52.3% | (\$2,821) | (\$2,681) | -5.0% | (\$33) | (\$8) | -76.9% | (\$44,838) | (\$49,481) | 10.4% |
| Others | \$7 | (\$264) | -4045.1% | (\$189) | (\$385) | 103.6% | (\$366) | (\$260) | -28.9% | (\$2,316) | (\$5,940) | 156.4% |
| Total nonoperating revenues | \$51,541 | \$50,659 | -1.7% | \$188,767 | \$182,322 | -3.4% | \$127,422 | \$128,961 | 1.2% | \$1,274,054 | \$1,271,014 | -0.2% |
| Income before capital and permanent endowment additions | \$445 | (\$2,415) | -642.6% | \$34,046 | \$24,138 | -29.1% | \$10,160 | \$6,333 | -37.7% | \$271,588 | \$260,155 | -4.2% |

| | | | | | | | | | | | | |
|--|---------|---------|--------|----------|----------|--------|----------|---------|---------|-----------|-----------|--------|
| Capital and Permanent Endowment Additions | | | | | | | | | | | | |
| Capital appropriations | \$1,728 | \$5,981 | 246.0% | \$46,212 | \$1,062 | -97.7% | \$1,426 | \$1,621 | 13.6% | \$75,086 | \$140,028 | 86.5% |
| Capital grants and gifts | \$246 | \$1,681 | 582.0% | \$212 | \$228 | 7.6% | \$8 | \$430 | 4973.7% | \$51,603 | \$52,496 | 1.7% |
| Additions to permanent endowments | \$2,650 | \$210 | -92.1% | \$907 | \$1,315 | 45.0% | \$0 | \$463 | 100.0% | \$34,378 | \$30,594 | -11.0% |
| Total capital and permanent endowment additions | \$4,625 | \$7,871 | 70.2% | \$47,331 | \$2,605 | -94.5% | \$1,434 | \$2,513 | 75.2% | \$161,067 | \$223,119 | 38.5% |
| Increase in net position | \$5,070 | \$5,456 | 7.6% | \$81,377 | \$26,742 | -67.1% | \$11,594 | \$8,846 | -23.7% | \$432,654 | \$483,274 | 11.7% |

| | | | | | | | | | | | | |
|----------------------------------|-----------|-----------|------|-----------|-----------|-------|-----------|-----------|------|-------------|-------------|------|
| Net Position | | | | | | | | | | | | |
| Net position - beginning of year | \$159,990 | \$165,059 | 3.2% | \$391,109 | \$472,486 | 20.8% | \$314,859 | \$326,137 | 3.6% | \$6,601,949 | \$7,035,281 | 6.6% |
| Net position - end of year | \$165,059 | \$170,516 | 3.3% | \$472,486 | \$499,228 | 5.7% | \$326,453 | \$334,983 | 2.6% | \$7,034,604 | \$7,518,555 | 6.9% |

| | | | | | | | | | | | | |
|---|------|-------|--|-------|------|--|------|------|--|------|------|--|
| Ratios | | | | | | | | | | | | |
| Net Operating Revenues: Operating Revenue (loss) + Net Non Operating Revenues / Operating Revenue + Non Operating Revenue | 0.5% | -2.5% | | 10.5% | 7.3% | | 4.7% | 2.9% | | 4.9% | 4.4% | |
| <i>Ratio Goal: Positive value is a surplus for the year Between 2% - 4% return over long-term</i> | | | | | | | | | | | | |
| Return on Net Assets: Change in net assets/Total Net Assets | 3.1% | 3.2% | | 17.2% | 5.4% | | 3.6% | 2.6% | | 6.2% | 6.4% | |
| <i>Ratio Standard: Greater than 4% Ratio Goal: Between 3% - 4% return over long-term</i> | | | | | | | | | | | | |

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2016
(in thousands of dollars)

| | UU | | | USU | | | WSU | | | SUU | | | SNOW | | |
|--|--------------------|--------------------|----------------|--------------------|--------------------|---------------|--------------------|--------------------|----------------|-------------------|-------------------|----------------|-------------------|-------------------|----------------|
| | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg |
| Cash Flows From Operating Activities | | | | | | | | | | | | | | | |
| Receipts from tuition and fees | \$306,007 | \$317,032 | 3.6% | \$123,571 | \$128,100 | 3.7% | \$80,350 | \$81,187 | 1.0% | \$66,556 | \$59,873 | -10.0% | \$8,391 | \$9,398 | 12.0% |
| Receipts from patient services | \$1,802,123 | \$1,983,853 | 10.1% | | | | | | | | | | | | |
| Receipts from grants and contracts | \$374,954 | \$381,860 | 1.8% | \$173,084 | \$177,438 | 2.5% | \$582 | \$501 | -13.9% | \$718 | \$1,267 | 76.4% | \$250 | \$280 | 12.1% |
| Receipts from auxiliary and educational services | \$875,129 | \$967,915 | 10.6% | | | | \$19,028 | \$19,057 | 0.2% | \$20,759 | \$13,436 | -35.3% | \$3,996 | \$4,344 | 8.7% |
| Sales and services receipts of educational departments | | | | \$12,516 | \$11,922 | -4.8% | | | | | | | | | |
| Conferences and institutes (non-credit) receipts | | | | \$7,333 | \$8,684 | 18.4% | | | | | | | | | |
| Receipts from lease/rental | | | | | | | | | | | | | | | |
| Receipts from fines | | | | | | | | | | | | | | | |
| Receipts from service departments | | | | \$2,235 | \$1,874 | -16.2% | | | | | | | | | |
| Receipts from auxiliary enterprises | | | | \$47,444 | \$49,518 | 4.4% | | | | | | | | | |
| Receipts from federal appropriations | | | | \$5,132 | \$5,010 | -2.4% | | | | | | | | | |
| Collection of loans to students | \$7,637 | \$6,955 | -8.9% | \$2,112 | \$1,783 | -15.6% | \$1,258 | \$1,179 | -6.3% | \$427 | \$414 | -3.0% | \$2 | \$60 | 2689.2% |
| Payments to suppliers | (\$1,526,611) | (\$1,601,466) | 4.9% | (\$145,264) | (\$177,215) | 22.0% | (\$49,538) | (\$52,155) | 5.3% | (\$54,621) | (\$52,990) | -3.0% | (\$11,626) | (\$12,191) | 4.9% |
| Payments for compensation and benefits | (\$1,921,131) | (\$2,102,768) | 9.5% | (\$385,168) | (\$398,104) | 3.4% | (\$137,041) | (\$141,992) | 3.6% | (\$73,160) | (\$78,388) | 7.1% | (\$25,994) | (\$29,069) | 11.8% |
| Payments for scholarships and fellowships | (\$30,088) | (\$29,766) | -1.1% | (\$32,920) | (\$29,283) | -11.0% | (\$18,238) | (\$17,023) | -6.7% | (\$5,209) | (\$6,771) | 30.0% | (\$4,163) | (\$4,230) | 1.6% |
| Loans issued to students | (\$6,651) | (\$6,592) | -0.9% | (\$1,521) | (\$2,018) | 32.7% | (\$868) | (\$1,430) | 64.7% | (\$408) | (\$408) | 0.0% | | | |
| Receipt of student loan proceeds | | | | | | | | | | | | | | | |
| Other | \$138,913 | \$106,669 | -23.2% | \$15,874 | \$17,665 | 11.3% | \$2,728 | \$3,361 | 23.2% | | | | \$1,831 | \$1,678 | -8.4% |
| Net cash provided by operating activities | \$20,282 | \$23,692 | 16.8% | (\$175,571) | (\$204,627) | 16.5% | (\$101,739) | (\$107,314) | 5.5% | (\$44,937) | (\$63,565) | 41.5% | (\$27,312) | (\$29,731) | 8.9% |
| Cash Flows From Noncapital Financing Activities | | | | | | | | | | | | | | | |
| State appropriations | \$287,929 | \$313,518 | 8.9% | \$182,649 | \$189,267 | 3.6% | \$73,372 | \$77,274 | 5.3% | \$33,290 | \$35,219 | 5.8% | \$21,476 | \$22,469 | 4.6% |
| State grants | | | | \$6,132 | \$13,921 | 127.0% | | | | | | | | | |
| State land-grant revenues | | | | \$526 | (\$26) | -105.0% | | | | | | | | | |
| Financial aid grants | | | | \$40,890 | \$39,756 | -2.8% | | | | | | | | | |
| Government grants | \$43,177 | \$34,663 | -19.7% | | | | | | | | | | | | |
| Receipts from grants and contracts | | | | | | | \$37,692 | \$35,994 | -4.5% | \$21,118 | \$19,844 | -6.0% | \$8,247 | \$8,084 | -2.0% |
| Federal direct loan receipts | \$134,175 | \$135,497 | 1.0% | \$61,669 | \$58,753 | -4.7% | \$48,734 | \$43,773 | -10.2% | \$1,533 | \$1,792 | 16.9% | | | |
| Federal direct loan payments | (\$134,175) | (\$135,497) | 1.0% | (\$61,714) | (\$59,100) | -4.2% | (\$48,672) | (\$43,773) | -10.1% | (\$1,451) | (\$1,793) | 23.6% | | | |
| Payments on debt | | | | | | | | | | | | | | | |
| Interest on debt | | | | | | | | | | | | | | | |
| Gifts | | | | \$23,501 | \$12,867 | -45.2% | \$7,662 | \$6,032 | -21.3% | \$8,438 | \$8,381 | -0.7% | \$1,524 | \$1,283 | -15.8% |
| Endowment | \$22,667 | \$20,739 | -8.5% | | | | \$2,432 | \$2,147 | -11.7% | (\$242) | | -100.0% | \$52 | \$71 | 37.4% |
| Non endowment | \$94,409 | \$93,098 | -1.4% | | | | | | | | | | | | |
| Other | \$2,480 | \$3,124 | 26.0% | (\$363) | \$98 | -127.0% | (\$23) | (\$10) | -55.5% | | | | | | |
| Net cash provided by noncapital financing activities | \$450,662 | \$465,142 | 3.2% | \$253,288 | \$255,535 | 0.9% | \$121,198 | \$121,438 | 0.2% | \$62,686 | \$63,441 | 1.2% | \$31,299 | \$31,907 | 1.9% |
| Cash Flows from Capital and Related Financing Activities | | | | | | | | | | | | | | | |
| Proceeds from capital debt | \$267,570 | \$81,734 | -69.5% | \$555 | \$82,554 | 14782.8% | \$18,135 | | -100.0% | \$5,820 | \$9,522 | 63.6% | | | |
| Issuance of Note Receivable | | | | | | | | | | (\$10,150) | | | | | |
| Capital appropriations | \$12,720 | \$22,475 | 76.7% | \$4,262 | \$9,237 | 116.7% | | | | \$580 | | -100.0% | \$3,000 | | -100.0% |
| Capital grants and gifts | | | | \$20,282 | \$20,613 | 1.6% | \$2,536 | \$4,894 | 93.0% | \$4,155 | \$8,658 | 108.4% | | | |
| Gifts | \$16,855 | \$24,240 | 43.8% | | | | | | | | | | | | |
| Other | | | | \$1,932 | \$169 | -91.2% | | | | | | | | | |
| Proceeds from disposal of capital assets | | | | | | | | | | \$192 | | -100.0% | | | |
| Purchase of capital assets | (\$272,590) | (\$372,305) | 36.6% | (\$71,831) | (\$104,484) | 45.5% | (\$14,622) | (\$21,323) | 45.8% | (\$3,738) | (\$19,043) | 409.5% | (\$3,638) | (\$1,049) | -71.2% |
| Principal paid on capital debt | (\$187,793) | (\$74,162) | -60.5% | (\$9,034) | (\$23,919) | 164.8% | (\$21,290) | (\$2,410) | -88.7% | (\$4,100) | (\$13,471) | 228.5% | (\$653) | (\$611) | -6.4% |
| Interest paid on capital debt | (\$34,480) | (\$43,826) | 27.1% | (\$4,253) | (\$5,926) | 39.3% | (\$1,953) | (\$2,222) | 13.8% | (\$807) | (\$1,361) | 68.7% | (\$608) | (\$640) | 5.2% |
| Net cash used by capital and related financing activities | (\$197,718) | (\$361,844) | 83.0% | (\$58,087) | (\$21,755) | -62.5% | (\$17,194) | (\$21,061) | 22.5% | (\$8,046) | (\$15,694) | 95.0% | (\$1,899) | (\$2,299) | 21.1% |
| Cash Flows From Investing Activities | | | | | | | | | | | | | | | |
| Proceeds from sales and maturities of investments | \$1,730,046 | \$2,282,609 | 31.9% | \$233,950 | \$276,761 | 18.3% | \$75,834 | \$44,245 | -41.7% | \$48,548 | \$42,162 | -13.2% | \$21,627 | \$8,263 | -61.8% |
| Receipt of interest and dividends on investments | \$26,039 | \$22,771 | -12.6% | \$11,398 | \$13,431 | 17.8% | \$7,042 | \$6,958 | -1.2% | \$790 | \$1,032 | 30.6% | \$538 | \$540 | 0.3% |
| Purchase of investments | (\$2,161,017) | (\$2,416,159) | 11.8% | (\$238,750) | (\$275,441) | 15.4% | (\$91,799) | (\$26,063) | -71.6% | (\$71,802) | (\$33,864) | -52.8% | (\$25,099) | (\$5,863) | -76.6% |
| Net cash used by investing activities | (\$404,932) | (\$110,779) | -72.6% | \$6,598 | \$14,751 | 123.6% | (\$8,923) | \$25,140 | -381.7% | (\$22,463) | \$9,330 | -141.5% | (\$2,934) | \$2,939 | -200.2% |
| Net change in cash | (\$131,706) | \$16,211 | -112.3% | \$26,228 | \$43,905 | 67.4% | (\$6,658) | \$18,203 | -373.4% | (\$12,761) | (\$6,488) | -49.2% | (\$846) | \$2,817 | -432.9% |

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2016
(In thousands of dollars)

| | UU | | | USU | | | WSU | | | SUU | | | SNOW | | |
|--------------------------|-----------|-----------|--------|----------|-----------|-------|----------|----------|--------|----------|----------|--------|---------|----------|-------|
| | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg |
| Cash - beginning of year | \$671,048 | \$539,342 | -19.6% | \$58,902 | \$85,130 | 44.5% | \$58,030 | \$51,371 | -11.5% | \$51,331 | \$38,570 | -24.9% | \$9,039 | \$8,193 | -9.4% |
| Cash - end of year | \$539,342 | \$555,553 | 3.0% | \$85,130 | \$129,034 | 51.6% | \$51,371 | \$69,574 | 35.4% | \$38,570 | \$32,082 | -16.8% | \$8,193 | \$11,010 | 34.4% |

| | | | | | | | | | | | | | | | |
|--|-------------|-------------|---------|-------------|-------------|---------|-------------|-------------|---------|------------|------------|---------|------------|------------|----------|
| Reconciliation of Operating Loss to Net Cash Provided By | | | | | | | | | | | | | | | |
| Operating Activities | | | | | | | | | | | | | | | |
| Operating Loss | (\$243,456) | (\$204,918) | -15.8% | (\$230,991) | (\$252,255) | 9.2% | (\$116,151) | (\$121,071) | 4.2% | (\$53,992) | (\$62,856) | 16.4% | (\$34,797) | (\$35,843) | 3.0% |
| Other operating activities not requiring cash | | | | | | | | | | | | | | \$679 | |
| Provision for uncollectable loans and write-offs | | | | | | | | | | | | | | | |
| Difference between actuarial calculated pension expense and actual contributions | | | | | | | (\$1,161) | (\$35) | -97.0% | (\$849) | (\$221) | -74.0% | | | |
| Operation & Maintenance Expense paid by DFCM | | | | | | | | | | \$807 | \$1,062 | 31.6% | \$2,782 | \$923 | -66.8% |
| Adjustments | | | | | | | | | | | | | | | |
| Depreciation and amortization expense | \$189,481 | \$204,396 | 7.9% | \$41,710 | \$43,260 | 3.7% | \$14,221 | \$15,330 | 7.8% | \$6,249 | \$5,978 | -4.3% | \$4,636 | \$4,558 | -1.7% |
| Gifts-in-kind and transfers reducing payments to suppliers | | | | \$594 | \$368 | -38.1% | \$223 | | -100.0% | | | | | | |
| Change in assets, deferred outflows and inflows of resources and liabilities | | | | | | | | | | | | | | | |
| Income from fines | | | | | | | | | | | | | | | |
| Receivables, net | (\$17,697) | (\$17,353) | -1.9% | (\$978) | \$243 | -124.8% | (\$1,155) | (\$769) | -33.4% | \$1,277 | (\$5,041) | -494.8% | (\$432) | (\$107) | -75.3% |
| Due from related parties | | | | | | | | | | \$26 | \$162 | 523.9% | | | |
| Inventory | (\$5,409) | (\$6,615) | 22.3% | \$674 | \$146 | -78.4% | (\$472) | (\$82) | -82.7% | (\$65) | (\$150) | 131.2% | \$12 | \$193 | 1496.8% |
| Prepaid expenses | | | | (\$1,933) | \$837 | -143.3% | \$368 | (\$854) | -332.0% | (\$376) | (\$285) | -24.2% | (\$47) | (\$74) | 55.6% |
| Net pension asset | (\$138) | \$191 | -238.4% | | | | | | | | | | \$0 | \$1 | 151.4% |
| Other assets | \$4,004 | (\$5,237) | -230.8% | | | | (\$15) | (\$17) | 13.4% | | | | | | |
| Deferred outflows related to pensions | (\$4,500) | (\$47,388) | 953.1% | | | | | | | | | | | | |
| Accounts payable | \$27,733 | \$17,851 | -35.6% | | | | \$115 | \$796 | 590.7% | (\$200) | \$703 | -451.9% | | | |
| Due to related parties | | | | | | | | | | (\$132) | (\$10) | -92.7% | | | |
| Accrued payroll | \$14,516 | \$15,158 | 4.4% | | | | \$58 | (\$231) | -496.6% | \$118 | \$309 | 160.8% | | | |
| Accrued liabilities | | | | | | | (\$15) | (\$162) | 1013.1% | \$740 | (\$351) | -147.4% | | | |
| Accounts payable and accrued expenses | | | | \$14,219 | \$3,107 | -78.2% | | | | | | | \$797 | (\$80) | -110.0% |
| Compensated absences and early retirement benefits | \$5,418 | \$6,300 | 16.3% | \$5,319 | \$2,028 | -61.9% | (\$96) | \$420 | -538.1% | (\$62) | (\$263) | 325.9% | (\$8) | \$96 | -1328.1% |
| Unearned Revenue | \$24,190 | \$9,290 | -61.6% | (\$1,713) | (\$1,435) | -16.2% | \$1,746 | (\$320) | -118.3% | \$1,412 | (\$2,632) | -286.4% | (\$121) | (\$25) | -79.7% |
| Deposits and other liabilities | \$31,214 | \$4,938 | -84.2% | | | | (\$182) | \$67 | -136.6% | | | | \$151 | (\$5) | -103.2% |
| Net pension liability | (\$17,620) | \$42,039 | -338.6% | (\$3,211) | (\$794) | -75.3% | | | | | | | (\$487) | \$1,037 | -312.8% |
| Deferred inflows related to pensions | \$12,546 | \$5,040 | -59.8% | | | | | | | | | | | | |
| Net student loan activity | | | | \$736 | (\$131) | -117.8% | | | | | | | | | |
| Student loan receivables | | | | | | | \$776 | (\$385) | -149.6% | \$111 | \$60 | -46.2% | \$2 | \$45 | 1987.3% |
| Deferred outflows of resources | | | | | | | | | | | | | (\$118) | (\$1,244) | 955.9% |
| Deferred inflows of resources | | | | | | | | | | | | | \$318 | \$114 | -64.1% |
| Net cash provided by operating activities | \$20,282 | \$23,692 | 16.8% | (\$175,571) | (\$204,627) | 16.5% | (\$101,739) | (\$107,314) | 5.5% | (\$44,937) | (\$63,535) | 41.4% | (\$27,311) | (\$29,731) | 8.9% |

| | | | | | | | | | | | | | | | |
|---|-----------|----------|---------|-----------|-----------|---------|-----------|-----------|---------|---------|---------|--------|------|-------|--------|
| Noncash Investing, Capital, and Financing Activities | | | | | | | | | | | | | | | |
| Capital leases | \$10,350 | \$38,914 | 276.0% | \$1,481 | | -100.0% | | | | | | | | | |
| Repairs and maintenance paid for by DFCM | | | | | | | | | | \$807 | \$1,062 | 31.6% | | | |
| Capital projects paid for by DFCM | | | | | | | | | | \$576 | \$640 | 11.1% | | | |
| Donated property and equipment | \$3,330 | \$6,443 | 93.5% | \$1,353 | \$103 | -92.4% | \$223 | \$221 | -0.7% | | | | | \$554 | |
| Completed construction projects transferred from State of Utah | (\$4,665) | \$145 | -103.1% | \$1,432 | \$43,702 | 2951.2% | \$5,522 | \$55,116 | 898.1% | | | | | | |
| Donated investment securities | | | | | | | | | | \$506 | \$11 | -97.8% | | | |
| Reinvestment of investment dividends and interest | | | | | | | | | | \$482 | \$432 | -10.4% | | | |
| Investment purchases (Unsettled) | | | | | | | | | | | | | | | |
| Annuity and life income | (\$177) | (\$185) | 4.5% | | | | | | | | | | | | |
| Change in fair values of investments | \$18,163 | \$3,458 | -81.0% | \$3,394 | \$5,066 | 49.3% | (\$4,981) | (\$7,600) | 52.6% | (\$324) | (\$266) | -17.9% | \$99 | \$99 | 0.0% |
| Amortization of original issue premium, reoffering premium, and net loss on bonds | | | | (\$177) | (\$583) | 229.0% | | | | | | | | | |
| Deferred outflows of resources related to refunding of debt | | | | | | | | | | | \$711 | 100.0% | | | |
| Additions to pledges receivable for non-capital financing activities | | | | \$982 | \$1,979 | 101.6% | | | | | | | | | |
| Additions to pledges receivable for capital and related financing activities | | | | \$7,612 | \$6,226 | -18.2% | | | | | | | | | |
| Disposal of capital assets | | | | (\$4,546) | (\$2,450) | -46.1% | | | | (\$704) | (\$33) | -95.3% | | | |
| Total noncash investing, capital, and financing activities | \$27,001 | \$48,775 | 80.6% | \$11,531 | \$54,043 | 368.7% | \$764 | \$47,737 | 6149.4% | \$1,341 | \$2,556 | 90.5% | \$99 | \$653 | 560.2% |

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2016
(in thousands of dollars)

| | DSU | | | UVU | | | SLCC | | | USHE | | |
|--|-------------------|-------------------|------------------|--------------------|--------------------|----------------|--------------------|--------------------|---------------|--------------------|--------------------|----------------|
| | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg |
| Cash Flows From Operating Activities | | | | | | | | | | | | |
| Receipts from tuition and fees | \$32,808 | \$35,339 | 7.7% | \$117,784 | \$125,420 | 6.5% | \$61,841 | \$60,132 | -2.8% | \$797,308 | \$816,481 | 2.4% |
| Receipts from patient services | | | | | | | | | | \$1,802,123 | \$1,983,853 | 10.1% |
| Receipts from grants and contracts | \$124 | \$80 | -35.2% | \$624 | \$733 | 17.6% | \$8,137 | \$9,013 | 10.8% | \$558,473 | \$571,174 | 2.3% |
| Receipts from auxiliary and educational services | \$8,285 | \$8,797 | 6.2% | \$16,711 | \$18,030 | 7.9% | | | | \$943,909 | \$1,031,579 | 9.3% |
| Sales and services receipts of educational departments | | | | | | | \$259 | \$266 | 2.7% | \$12,775 | \$12,187 | -4.6% |
| Conferences and institutes (non-credit) receipts | | | | | | | | | | \$7,333 | \$8,684 | 18.4% |
| Receipts from lease/rental | | | | | | | \$640 | \$1,164 | 81.8% | \$640 | \$1,164 | 81.8% |
| Receipts from fines | | | | | | | \$3 | \$3 | -18.4% | \$3 | \$3 | -18.4% |
| Receipts from service departments | | | | | | | | | | \$2,235 | \$1,874 | -16.2% |
| Receipts from auxiliary enterprises | | | | | | | \$10,778 | \$9,597 | -11.0% | \$58,223 | \$59,115 | 1.5% |
| Receipts from federal appropriations | | | | | | | | | | \$5,132 | \$5,010 | -2.4% |
| Collection of loans to students | \$249 | \$205 | -17.9% | \$223 | \$241 | 7.8% | \$632 | \$608 | -3.8% | \$12,541 | \$11,444 | -8.7% |
| Payments to suppliers | (\$22,497) | (\$14,949) | -33.6% | (\$58,180) | (\$61,468) | 5.7% | (\$53,443) | (\$46,731) | -12.6% | (\$1,921,781) | (\$2,019,164) | 5.1% |
| Payments for compensation and benefits | (\$50,097) | (\$53,255) | 6.3% | (\$178,169) | (\$190,367) | 6.8% | (\$121,447) | (\$128,726) | 6.0% | (\$2,892,206) | (\$3,122,669) | 8.0% |
| Payments for scholarships and fellowships | (\$15,443) | (\$15,027) | -2.7% | (\$33,107) | (\$30,468) | -8.0% | (\$19,429) | (\$17,251) | -11.2% | (\$158,598) | (\$149,819) | -5.5% |
| Loans issued to students | (\$228) | (\$172) | -24.5% | (\$447) | (\$338) | -24.4% | (\$852) | (\$389) | -54.3% | (\$10,976) | (\$11,348) | 3.4% |
| Receipt of student loan proceeds | \$385 | \$493 | 27.8% | | | | \$343 | \$329 | -4.0% | \$728 | \$822 | 12.8% |
| Other | | | | \$4,773 | \$4,975 | 4.2% | \$1,933 | \$1,811 | -6.3% | \$166,052 | \$136,157 | -18.0% |
| Net cash provided by operating activities | (\$46,414) | (\$38,490) | -17.1% | (\$129,789) | (\$133,243) | 2.7% | (\$110,606) | (\$110,176) | -0.4% | (\$616,085) | (\$663,453) | 7.7% |
| Cash Flows From Noncapital Financing Activities | | | | | | | | | | | | |
| State appropriations | \$31,822 | \$33,571 | 5.5% | \$94,727 | \$103,330 | 9.1% | \$89,506 | \$93,624 | 4.6% | \$814,771 | \$868,271 | 6.6% |
| State grants | \$1,180 | \$1,049 | -11.1% | | | | | | | \$7,312 | \$14,969 | 104.7% |
| State land-grant revenues | | | | | | | | | | \$526 | (\$26) | -105.0% |
| Financial aid grants | \$17,409 | \$15,661 | -10.0% | | | | | | | \$58,298 | \$55,417 | -4.9% |
| Government grants | | | | | | | | | | \$43,177 | \$34,663 | -19.7% |
| Receipts from grants and contracts | \$457 | (\$157) | -134.4% | \$64,996 | \$60,991 | -6.2% | \$35,628 | \$29,969 | -15.9% | \$168,139 | \$154,724 | -8.0% |
| Federal direct loan receipts | \$20,244 | \$17,764 | -12.2% | | | | \$25,175 | \$21,554 | -14.4% | \$291,529 | \$279,133 | -4.3% |
| Federal direct loan payments | (\$20,239) | (\$17,907) | -11.5% | | | | (\$26,101) | (\$21,785) | -16.5% | (\$292,353) | (\$279,854) | -4.3% |
| Payments on debt | | | | | | | (\$484) | (\$3,571) | 637.4% | (\$484) | (\$3,571) | 637.4% |
| Interest on debt | | | | | | | (\$85) | (\$83) | -2.7% | (\$85) | (\$83) | -2.7% |
| Gifts | \$2,771 | \$1,170 | -57.8% | \$2,571 | \$3,304 | 28.5% | \$748 | \$941 | 25.8% | \$47,215 | \$33,977 | -28.0% |
| Endowment | | | | | | | | | | \$24,909 | \$22,958 | -7.8% |
| Non endowment | | | | | | | | | | \$94,409 | \$93,098 | -1.4% |
| Other | \$10 | \$653 | 6382.6% | | | | \$5 | \$32 | 581.3% | \$2,108 | \$3,897 | 84.8% |
| Net cash provided by noncapital financing activities | \$53,654 | \$51,803 | -3.4% | \$162,293 | \$167,625 | 3.3% | \$124,392 | \$120,681 | -3.0% | \$1,259,472 | \$1,277,573 | 1.4% |
| Cash Flows from Capital and Related Financing Activities | | | | | | | | | | | | |
| Proceeds from capital debt | \$21,315 | | -100.0% | | | | | | | \$313,395 | \$173,810 | -44.5% |
| Issuance of Note Receivable | | | | | | | | | | | | |
| Capital appropriations | \$554 | \$4,758 | 758.8% | \$14 | | -100.0% | | | | \$21,130 | \$36,470 | 72.6% |
| Capital grants and gifts | \$199 | \$327 | 64.0% | | | | | | | \$27,172 | \$34,492 | 26.9% |
| Gifts | | | | | | | | | | \$16,855 | \$24,240 | 43.8% |
| Other | | | | | | | | | | \$1,932 | \$169 | -91.2% |
| Proceeds from disposal of capital assets | \$3 | | -100.0% | | | | \$128 | \$309 | 140.8% | \$324 | \$309 | -4.6% |
| Purchase of capital assets | (\$2,258) | (\$28,418) | 1158.3% | (\$5,783) | (\$9,882) | 70.9% | (\$8,900) | (\$6,274) | -29.5% | (\$383,360) | (\$562,777) | 46.8% |
| Principal paid on capital debt | (\$2,102) | (\$858) | -59.2% | (\$3,591) | (\$5,642) | 57.1% | (\$1,185) | (\$1,210) | 2.1% | (\$229,748) | (\$122,282) | -46.8% |
| Interest paid on capital debt | (\$382) | (\$445) | 16.4% | (\$3,069) | (\$3,014) | -1.8% | (\$66) | (\$102) | 53.7% | (\$45,619) | (\$57,534) | 26.1% |
| Net cash used by capital and related financing activities | \$17,329 | (\$24,636) | -242.2% | (\$12,429) | (\$18,537) | 49.1% | (\$10,023) | (\$7,277) | -27.4% | (\$288,068) | (\$473,104) | 64.2% |
| Cash Flows From Investing Activities | | | | | | | | | | | | |
| Proceeds from sales and maturities of investments | \$542 | \$12,651 | 2233.1% | \$33,518 | \$40,000 | 19.3% | \$81,972 | \$118,277 | 44.3% | \$2,226,038 | \$2,824,968 | 26.9% |
| Receipt of interest and dividends on investments | \$220 | \$531 | 141.3% | \$968 | \$1,497 | 54.6% | \$1,515 | \$1,621 | 7.0% | \$48,511 | \$48,380 | -0.3% |
| Purchase of investments | (\$689) | (\$22,913) | 3223.2% | (\$45,653) | (\$40,000) | -12.4% | (\$89,180) | (\$123,911) | 38.9% | (\$2,723,990) | (\$2,944,214) | 8.1% |
| Net cash used by investing activities | \$73 | (\$9,731) | -13435.4% | (\$11,167) | \$1,497 | -113.4% | (\$5,693) | (\$4,013) | -29.5% | (\$449,441) | (\$70,865) | -84.2% |
| Net change in cash | \$24,642 | (\$21,053) | -185.4% | \$8,909 | \$17,342 | 94.7% | (\$1,930) | (\$785) | -59.3% | (\$94,123) | \$70,151 | -174.5% |

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2016
(In thousands of dollars)

| | DSU | | | UVU | | | SLCC | | | USHE | | |
|---|------------|------------|----------|-------------|-------------|----------|-------------|-------------|---------|-------------|---------------|---------|
| | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg | 2015 | 2016 | % Chg |
| Cash - beginning of year | \$24,107 | \$48,749 | 102.2% | \$67,014 | \$75,923 | 13.3% | \$33,842 | \$31,912 | -5.7% | \$973,314 | \$879,192 | -9.7% |
| Cash - end of year | \$48,749 | \$27,696 | -43.2% | \$75,923 | \$93,265 | 22.8% | \$31,912 | \$31,127 | -2.5% | \$879,191 | \$949,342 | 8.0% |
| Reconciliation of Operating Loss to Net Cash Provided By | | | | | | | | | | | | |
| Operating Activities | | | | | | | | | | | | |
| Operating Loss | (\$51,278) | (\$52,332) | 2.1% | (\$149,730) | (\$152,738) | 2.0% | (\$117,467) | (\$122,655) | 4.4% | (\$997,862) | (\$1,004,669) | 0.7% |
| Other operating activities not requiring cash | | | | | | | | | | \$0 | \$679 | 100.0% |
| Provision for uncollectable loans and write-offs | \$22 | \$25 | 13.4% | | | | | | | \$22 | \$25 | 13.4% |
| Difference between actuarial calculated pension expense and actual contributions | (\$382) | (\$103) | -72.9% | | | | (\$1,310) | (\$51) | -96.1% | (\$3,702) | (\$411) | -88.9% |
| Operation & Maintenance Expense paid by DFCM | \$351 | | -100.0% | \$2,280 | \$2,384 | 4.6% | \$759 | \$2,469 | 225.2% | \$6,979 | \$6,838 | -2.0% |
| Adjustments | | | | | | | | | | | | |
| Depreciation and amortization expense | \$5,554 | \$5,634 | 1.4% | \$14,750 | \$15,602 | 5.8% | \$10,851 | \$11,331 | 4.4% | \$287,452 | \$306,089 | 6.5% |
| Gifts-in-kind and transfers reducing payments to suppliers | | | | | | | \$63 | \$36 | -43.4% | \$881 | \$404 | -54.2% |
| Change in assets, deferred outflows and inflows of resources and liabilities | | | | | | | | | | | | |
| Income from fines | | | | | | | \$3 | \$3 | -18.4% | \$3 | \$3 | -18.4% |
| Receivables, net | (\$199) | (\$148) | -25.5% | \$3,169 | \$11 | -99.6% | (\$270) | \$843 | -412.6% | (\$16,283) | (\$22,322) | 37.1% |
| Due from related parties | | | | | | | | | | \$26 | \$162 | 523.9% |
| Inventory | (\$99) | \$188 | -291.0% | \$335 | \$41 | -87.8% | \$526 | \$832 | 58.2% | (\$4,497) | (\$5,446) | 21.1% |
| Prepaid expenses | (\$119) | (\$49) | -58.6% | (\$113) | (\$320) | 184.5% | (\$196) | (\$278) | 41.7% | (\$2,416) | (\$1,024) | -57.6% |
| Net pension asset | | | | (\$17) | \$24 | -240.3% | | | | \$216 | (\$154) | -239.6% |
| Other assets | | | | | | | \$119 | | -100.0% | \$4,108 | (\$5,254) | -227.9% |
| Deferred outflows related to pensions | | | | | | | | | | (\$4,500) | (\$47,388) | 953.1% |
| Accounts payable | \$47 | \$6,958 | 14670.8% | \$10 | (\$328) | -3541.7% | \$27,705 | \$25,979 | -6.2% | \$27,705 | \$25,979 | -6.2% |
| Due to related parties | | | | (\$13) | (\$39) | 192.1% | | | | (\$145) | (\$49) | -66.5% |
| Accrued payroll | | | | | | | | | | \$14,693 | \$15,236 | 3.7% |
| Accrued liabilities | | | | \$861 | \$1,585 | 84.1% | | \$1,586 | | \$1,072 | \$1,072 | -32.5% |
| Accounts payable and accrued expenses | (\$498) | \$420 | -184.4% | | | | (\$3,898) | (\$2,708) | -30.5% | \$10,619 | \$739 | -93.0% |
| Compensated absences and early retirement benefits | (\$95) | \$801 | -943.9% | | | | \$1,079 | \$474 | -56.1% | \$11,556 | \$9,856 | -14.7% |
| Unearned Revenue | \$261 | \$86 | -67.0% | \$529 | \$286 | -45.9% | (\$785) | (\$751) | -4.3% | \$25,518 | \$4,498 | -82.4% |
| Deposits and other liabilities | | | | (\$100) | (\$52) | -48.4% | | | | \$31,082 | \$4,948 | -84.1% |
| Net pension liability | | | | (\$2,606) | \$7,845 | -401.0% | | | | (\$23,924) | \$50,127 | -309.5% |
| Deferred inflows related to pensions | | | | | | | | | | \$12,546 | \$5,040 | -59.8% |
| Net student loan activity | | | | | | | (\$80) | \$281 | -452.4% | \$657 | \$150 | -77.2% |
| Student loan receivables | \$21 | \$32 | 53.3% | | | | | | | \$910 | (\$248) | -127.3% |
| Deferred outflows of resources | | | | (\$962) | (\$8,288) | 761.6% | | | | (\$1,080) | (\$9,532) | 782.8% |
| Deferred inflows of resources | | | | \$1,820 | \$744 | -59.1% | | | | \$2,138 | \$858 | -59.9% |
| Net cash provided by operating activities | (\$46,414) | (\$38,490) | -17.1% | (\$129,789) | (\$133,243) | 2.7% | (\$110,606) | (\$110,176) | -0.4% | (\$616,084) | (\$663,423) | 7.7% |
| Noncash Investing, Capital, and Financing Activities | | | | | | | | | | | | |
| Capital leases | \$47 | | -100.0% | | | | | | | \$11,879 | \$38,914 | 227.6% |
| Repairs and maintenance paid for by DFCM | | | | | | | | | | \$807 | \$1,062 | 31.6% |
| Capital projects paid for by DFCM | | | | | | | | | | \$576 | \$640 | 11.1% |
| Donated property and equipment | \$278 | | -100.0% | \$212 | \$228 | 7.6% | \$8 | \$430 | 4973.7% | \$5,405 | \$7,979 | 47.6% |
| Completed construction projects transferred from State of Utah | \$1,525 | \$1,223 | -19.8% | \$45,943 | \$1,175 | -97.4% | \$1,426 | \$1,621 | 13.6% | \$51,184 | \$102,982 | 101.2% |
| Donated investment securities | | | | | | | | | | \$506 | \$11 | -97.8% |
| Reinvestment of investment dividends and interest | | | | | | | | | | \$482 | \$432 | -10.4% |
| Investment purchases (Unsettled) | | | | | | | \$2,000 | | -100.0% | \$2,000 | \$0 | -100.0% |
| Annuity and life income | | | | | | | | | | (\$177) | (\$185) | 4.5% |
| Change in fair values of investments | (\$35) | \$69 | -296.4% | \$57 | \$204 | 257.8% | (\$240) | \$384 | -260.0% | \$16,132 | \$1,413 | -91.2% |
| Amortization of original issue premium, reoffering premium, and net loss on bonds | | | | | | | | | | (\$177) | (\$583) | 229.0% |
| Deferred outflows of resources related to refunding of debt | | | | | | | | | | \$0 | \$711 | 100.0% |
| Additions to pledges receivable for non-capital financing activities | | | | | | | | | | \$982 | \$1,979 | 101.6% |
| Additions to pledges receivable for capital and related financing activities | | | | | | | | | | \$7,612 | \$6,226 | -18.2% |
| Disposal of capital assets | (\$11) | (\$258) | 2342.3% | | | | (\$170) | (\$142) | -16.7% | (\$5,431) | (\$2,883) | -46.9% |
| Total noncash investing, capital, and financing activities | \$1,805 | \$1,034 | -42.7% | \$46,212 | \$1,607 | -96.5% | \$3,024 | \$2,292 | -24.2% | \$91,778 | \$158,696 | 72.9% |

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF EXPENSES BY FUNCTIONAL CLASSIFICATION
FOR THE YEAR ENDED JUNE 30, 2016
(in thousands of dollars)

| Functional Classification of Expenses | UU | | | USU | | | WSU | | | SUU | | | SNOW | | |
|---------------------------------------|--------------------|--------------------|-------------|------------------|------------------|-------------|------------------|------------------|-------------|------------------|------------------|-------------|-----------------|-----------------|--------------|
| | 2015 | 2016 | % Change | 2015 | 2016 | % Change | 2015 | 2016 | % Change | 2015 | 2016 | % Change | 2015 | 2016 | % Change |
| Instruction | \$426,379 | \$446,639 | 4.8% | \$157,071 | \$169,678 | 8.0% | \$75,072 | \$78,216 | 4.2% | \$59,256 | \$47,603 | -19.7% | \$15,184 | \$16,002 | 5.4% |
| Research | \$302,820 | \$316,343 | 4.5% | \$129,657 | \$135,651 | 4.6% | \$793 | \$754 | -4.9% | \$151 | \$72 | -52.3% | \$12 | \$41 | 249.8% |
| Public Service | \$696,174 | \$786,556 | 13.0% | \$58,905 | \$59,627 | 1.2% | \$2,610 | \$2,698 | 3.4% | \$15,635 | \$14,528 | -7.1% | \$1,423 | \$1,485 | 4.4% |
| Academic Support | \$107,459 | \$110,975 | 3.3% | \$36,605 | \$37,736 | 3.1% | \$19,201 | \$19,855 | 3.4% | \$10,422 | \$10,438 | 0.1% | \$2,520 | \$3,018 | 19.8% |
| Student Services | \$31,459 | \$34,388 | 9.3% | \$23,999 | \$24,949 | 4.0% | \$17,820 | \$18,132 | 1.8% | \$13,726 | \$13,953 | 1.7% | \$5,028 | \$6,068 | 20.7% |
| Institutional Support | \$182,696 | \$81,791 | -55.2% | \$49,380 | \$60,324 | 22.2% | \$23,694 | \$24,035 | 1.4% | \$15,880 | \$21,196 | 33.5% | \$6,083 | \$7,004 | 15.1% |
| Operation and Maintenance of Plant | \$76,050 | \$80,520 | 5.9% | \$41,223 | \$48,054 | 16.6% | \$21,240 | \$24,417 | 15.0% | \$7,895 | \$19,236 | 143.7% | \$11,855 | \$7,310 | -38.3% |
| Depreciation | \$189,481 | \$204,396 | 7.9% | \$41,710 | \$43,260 | 3.7% | \$14,215 | \$15,311 | 7.7% | \$6,249 | \$5,659 | -9.4% | \$4,536 | \$4,558 | 0.5% |
| Student Aid | \$8,911 | \$5,763 | -35.3% | \$32,920 | \$29,283 | -11.0% | \$18,441 | \$17,018 | -7.7% | \$5,076 | \$6,771 | 33.4% | \$4,163 | \$4,230 | 1.6% |
| Component Units, Service, Auxiliary | \$423,381 | \$463,713 | 9.5% | \$42,223 | \$44,991 | 6.6% | \$25,457 | \$26,034 | | \$5,212 | \$5,382 | 3.3% | \$525 | \$578 | 10.1% |
| Other | \$111,911 | \$121,660 | 8.7% | | | | | | | | | | | | |
| Hospital | \$1,336,624 | \$1,517,387 | 13.5% | | | | | | | | | | | | |
| Total | \$3,893,345 | \$4,170,131 | 7.1% | \$613,693 | \$653,554 | 6.5% | \$218,544 | \$226,470 | 3.6% | \$139,500 | \$144,837 | 3.8% | \$51,329 | \$50,293 | -2.0% |

| | | | | | | | | | | | | | | | |
|-------------------------------------|-------------|-------------|-------|-----------|-----------|------|-----------|-----------|-------|-----------|-----------|--------|----------|----------|--------|
| Total Annualized FTE | 30,038 | 30,034 | 0.0% | 22,604 | 23,549 | 4.2% | 17,279 | 17,244 | -0.2% | 7,012 | 7,677 | 9.5% | 3,625 | 3,842 | 6.0% |
| Research | \$302,820 | \$316,343 | 4.5% | \$129,657 | \$135,651 | 4.6% | \$793 | \$754 | -4.9% | \$151 | \$72 | -52.3% | \$12 | \$41 | 249.8% |
| Public Service | \$696,174 | \$786,556 | 13.0% | \$58,905 | \$59,627 | 1.2% | \$2,610 | \$2,698 | 3.4% | \$15,635 | \$14,528 | -7.1% | \$1,423 | \$1,485 | 4.4% |
| Depreciation | \$189,481 | \$204,396 | 7.9% | \$41,710 | \$43,260 | 3.7% | \$14,215 | \$15,311 | 7.7% | \$6,249 | \$5,659 | -9.4% | \$4,536 | \$4,558 | 0.5% |
| Other | \$111,911 | \$121,660 | 8.7% | | | | | | | | | | | | |
| Hospital | \$1,336,624 | \$1,517,387 | 13.5% | | | | | | | | | | | | |
| Subtotal | \$2,637,010 | \$2,946,342 | 11.7% | \$230,271 | \$238,539 | 3.6% | \$17,619 | \$18,763 | 6.5% | \$22,034 | \$20,259 | -8.1% | \$5,971 | \$6,083 | 1.9% |
| Student Related Expenses (in '000s) | \$1,256,335 | \$1,223,789 | -2.6% | \$383,421 | \$415,016 | 8.2% | \$200,925 | \$207,707 | 3.4% | \$117,466 | \$124,578 | 6.1% | \$45,358 | \$44,210 | -2.5% |
| Total Expense per FTE | 41,825 | 40,747 | -2.6% | 16,963 | 17,623 | 3.9% | 11,628 | 12,045 | 3.6% | 16,752 | 16,227 | -3.1% | 12,513 | 11,507 | -8.0% |

| | | | | | | | | | | | | | | | |
|--------------------------------------|-----------|-----------|-------|----------|----------|-------|----------|----------|-------|----------|----------|-------|--------|--------|--------|
| Staffing FTE Equivalents | | | | | | | | | | | | | | | |
| Total Faculty (Regular, Adjunct, TA) | 3,973.26 | 3,916.42 | -1.4% | 1,789.97 | 1,890.57 | 5.6% | 980.93 | 1,011.95 | 3.2% | 420.85 | 401.79 | -4.5% | 156.31 | 179.54 | 14.9% |
| Total Staff (Full and Part-time) | 13,769.96 | 14,067.96 | 2.2% | 3,781.47 | 3,903.24 | 3.2% | 1,506.94 | 1,800.19 | 19.5% | 934.37 | 1,037.68 | 11.1% | 459.10 | 324.89 | -29.2% |
| Total Executives | 63.62 | 65.64 | 3.2% | 61.74 | 57.67 | -6.6% | 20.47 | 21.00 | 2.6% | 27.00 | 26.62 | -1.4% | 4.00 | 4.00 | 0.0% |
| Total FTE Employees | 17,806.84 | 18,050.02 | 1.4% | 5,633.18 | 5,851.48 | 3.9% | 2,508.34 | 2,833.14 | 12.9% | 1,382.22 | 1,466.09 | 6.1% | 619.41 | 508.43 | -17.9% |

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF EXPENSES BY FUNCTIONAL CLASSIFICATION
FOR THE YEAR ENDED JUNE 30, 2016
(in thousands of dollars)

| Functional Classification of Expenses | DSU | | | UVU | | | SLCC | | | USHE | | |
|---------------------------------------|-----------------|-----------------|-------------|------------------|------------------|-------------|------------------|------------------|-------------|--------------------|--------------------|-------------|
| | 2015 | 2016 | % Change | 2015 | 2016 | % Change | 2015 | 2016 | % Change | 2015 | 2016 | % Change |
| Instruction | \$23,819 | \$25,712 | 7.9% | \$101,294 | \$109,470 | 8.1% | \$80,302 | \$78,920 | -1.7% | \$938,376 | \$972,240 | 3.6% |
| Research | \$109 | \$80 | -26.7% | \$148 | \$292 | 98.0% | | | | \$433,689 | \$453,233 | 4.5% |
| Public Service | \$5,026 | \$5,233 | 4.1% | \$1,603 | \$1,315 | -18.0% | \$1,927 | \$1,740 | -9.7% | \$783,302 | \$873,182 | 11.5% |
| Academic Support | \$7,953 | \$8,106 | 1.9% | \$24,500 | \$28,472 | 16.2% | \$10,587 | \$10,861 | 2.6% | \$219,247 | \$229,461 | 4.7% |
| Student Services | \$11,203 | \$12,683 | 13.2% | \$27,209 | \$28,183 | 3.6% | \$21,456 | \$22,579 | 5.2% | \$151,900 | \$160,934 | 5.9% |
| Institutional Support | \$10,420 | \$11,167 | 7.2% | \$37,583 | \$40,600 | 8.0% | \$28,195 | \$33,590 | 19.1% | \$353,931 | \$279,707 | -21.0% |
| Operation and Maintenance of Plant | \$7,109 | \$7,052 | -0.8% | \$21,434 | \$22,498 | 5.0% | \$17,248 | \$18,469 | 7.1% | \$204,053 | \$227,554 | 11.5% |
| Depreciation | \$5,531 | \$5,634 | 1.9% | \$14,750 | \$15,602 | 5.8% | \$10,851 | \$11,152 | 2.8% | \$287,323 | \$305,573 | 6.4% |
| Student Aid | \$15,391 | \$14,920 | -3.1% | \$33,630 | \$30,781 | -8.5% | \$19,293 | \$17,369 | -10.0% | \$137,826 | \$126,134 | -8.5% |
| Component Units, Service, Auxiliary | \$5,872 | \$6,025 | 2.6% | \$23,678 | \$24,217 | 2.3% | \$13,057 | \$12,166 | -6.8% | \$539,405 | \$583,108 | 8.1% |
| Other | | | | | | | | | | \$111,911 | \$121,660 | 8.7% |
| Hospital | | | | | | | | | | \$1,336,624 | \$1,517,387 | 13.5% |
| Total | \$92,432 | \$96,611 | 4.5% | \$285,829 | \$301,430 | 5.5% | \$202,916 | \$206,846 | 1.9% | \$5,497,588 | \$5,850,173 | 6.4% |

| | | | | | | | | | | | | |
|-------------------------------------|----------|----------|--------|-----------|-----------|--------|-----------|-----------|-------|-------------|-------------|-------|
| Total Annualized FTE | 6,356 | 6,388 | 0.5% | 22,734 | 24,121 | 6.1% | 18,095 | 17,640 | -2.5% | 128,552 | 130,494 | 1.5% |
| Research | \$109 | \$80 | -26.7% | \$148 | \$292 | 98.0% | \$0 | \$0 | 0.0% | \$433,689 | \$453,233 | 4.5% |
| Public Service | \$5,026 | \$5,233 | 4.1% | \$1,603 | \$1,315 | -18.0% | \$1,927 | \$1,740 | -9.7% | \$783,302 | \$873,182 | 11.5% |
| Depreciation | \$5,531 | \$5,634 | 1.9% | \$14,750 | \$15,602 | 5.8% | \$10,851 | \$11,152 | 2.8% | \$287,323 | \$305,573 | 6.4% |
| Other | | | | | | | | | | \$111,911 | \$121,660 | 8.7% |
| Hospital | | | | | | | | | | \$1,336,624 | \$1,517,387 | 13.5% |
| Subtotal | \$10,665 | \$10,947 | 2.6% | \$16,500 | \$17,209 | 4.3% | \$12,778 | \$12,892 | 0.9% | \$2,952,850 | \$3,271,035 | 10.8% |
| Student Related Expenses (in '000s) | \$81,767 | \$85,664 | 4.8% | \$269,329 | \$284,221 | 5.5% | \$190,138 | \$193,954 | 2.0% | \$2,544,739 | \$2,579,138 | 1.4% |
| Total Expense per FTE | 12,865 | 13,410 | 4.2% | 11,847 | 11,783 | -0.5% | 10,508 | 10,995 | 4.6% | 19,795 | 19,764 | -0.2% |

| | | | | | | | | | | | | |
|--------------------------------------|----------|----------|-------|----------|----------|-------|----------|----------|-------|-----------|-----------|------|
| Staffing FTE Equivalents | | | | | | | | | | | | |
| Total Faculty (Regular, Adjunct, TA) | 483.85 | 498.68 | 3.1% | 1,102.49 | 1,096.24 | -0.6% | 917.33 | 899.15 | -2.0% | 9,824.99 | 9,894.34 | 0.7% |
| Total Staff (Full and Part-time) | 575.68 | 611.88 | 6.3% | 1,996.84 | 2,180.74 | 9.2% | 1,374.00 | 1,395.62 | 1.6% | 24,398.36 | 25,322.20 | 3.8% |
| Total Executives | 23.83 | 29.82 | 25.1% | 33.00 | 35.00 | 6.1% | 27.00 | 28.00 | 3.7% | 260.66 | 267.75 | 2.7% |
| Total FTE Employees | 1,083.36 | 1,140.38 | 5.3% | 3,132.33 | 3,311.98 | 5.7% | 2,318.33 | 2,322.77 | 0.2% | 34,484.01 | 35,484.29 | 2.9% |

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Campus Master Plan Approval

Issue

Dixie State University requests the review and approval of its updated Campus Master Plan, which was last approved in April 2016.

Background

Regent Policy R706, *Capital Facilities Master Planning* requires the Board of Regents to approve institutional campus master plans on a biennial basis. Although the Board last approved the Dixie State University Campus Master Plan in April 2016, the University has recently completed a comprehensive review and revision to its plan that centers on the enhancements necessary to serve a student body of approximately 15,000 students. As a result, the University requests that the Board review and approve its new Campus Master Plan. A letter from the University describing recent changes to the Master Plan is attached. University officials will present this agenda item and be prepared to respond to questions from the Board regarding the proposed changes and revisions.

Commissioner's Recommendation

The Commissioner recommends the Board approve the Dixie State University Campus Master Plan.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

Paul C. Morris
Vice President for

March 16, 2017

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

Commissioner Buhler:

Dixie State University (DSU) recently contracted with SASAKI Associates and VCBO Architecture to complete a comprehensive new Campus Master Plan. The plan centers on the campus facility enhancements needed to accommodate a student body of 15,000. DSU administrators would like to present the highlights of the new plan to the Regents during their March 31, 2017 meeting on DSU's campus. The presentation will focus on the changes required to the 6 precincts listed below.

1. Academic Precinct: Support the academic needs of the University
2. Residential Precinct: Embrace Active Learning, Active Life
3. Historic Precinct: Enliven Encampment Mall
4. Front Door Precinct: Create a welcoming front door
5. Sports Precinct: Enhance connections with community
6. Parking Precinct: Convenient and sufficient to meet campus need

We look forward to making this presentation to the Board of Regents.

Sincerely,

Paul C. Morris
Vice President for Administrative Affairs

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Long-term Lease

Issue

The University of Utah (UU) requests Board approval to enter into an eleven-year lease in order to relocate several University departments whose leases will soon expire. The new lease will be located in downtown Salt Lake City and will save approximately eight percent of the current lease costs.

Background

Regent Policy R705, *Leased Space* requires the Board of Regents to approve institutional leases with state-appropriated funds that are more than \$250,000 per year or commit the institution for ten or more years. The UU seeks Board approval to enter into an eleven-year lease for approximately 53,000 square feet in the 250 Tower, located at 250 East 200 South in Salt Lake City, Utah. The University has negotiated the first year at no cost and the second year at \$24 per square foot (\$1,272,000 based on 53,000 square feet) with a 2.5 percent annual escalation.

The new lease is necessitated by the expiration of multiple leases and the opportunity for consolidation and cost-savings across the University. The new lease will save approximately \$110,000 annually and will house the following University departments (with approximate square footage):

- | | |
|--|----------------------|
| • Hospital & Clinics: Business and Network Development | (14,600 square feet) |
| • Hospital & Clinics: Pharmacy Admin. and Drug Information | (16,100 square feet) |
| • Hospital & Clinics: Huntsman Hospital Administration | (2,200 square feet) |
| • School of Medicine: Dermatology Billing | (3,200 square feet) |
| • School of Medicine: Huntsman Institute Administration | (5,200 square feet) |
| • Main Campus: Human Resources | (11,400 square feet) |

The UU Board of Trustees' approval is anticipated on March 14, 2017. Additional information about this request may be found in the attached letter from the University. Representatives from the University will be available to respond to questions from the Board at the March Board meeting.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize the University of Utah to enter into a long-term lease at 250 East 200 South in Salt Lake City, Utah for the relocation of various University departments.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

March 6, 2017

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

Dear Commissioner Buhler:

The University of Utah hereby requests approval from the Board of Regents' to enter into a lease for 53,000 square feet of space in the 250 Tower located at 250 East 200 South in Salt Lake City, Utah.

The proposed lease will address current lease expirations for the following University departments:

- **Hospital & Clinics – 32.9k sf**
 - Business & Network Development – 14.6k
 - Pharmacy Admin & Drug Info – 16.1k
 - Huntsman Hospital Admin – 2.2k
- **School of Medicine – 8.4k sf**
 - Dermatology Billing – 3.2k
 - Huntsman Institute Admin – 5.2k
- **Main Campus – 11.4k sf**
 - Human Resources – 11.4k

The business terms of the proposed lease agreement are summarized as follows:

- 53k rentable square feet
- Lease term of eleven (11) years
- Rental rate of \$24/rsf full service
 - First twelve (12) months abated
 - Annual escalations of 2.5%
- Landlord provided tenant improvement allowance of \$50 per usable square feet
 - Anticipated University out of pocket expenses for relocation and FF&E is \$1.6M after the landlord's tenant improvement allowance.

Page 2
David Buhler
March 6, 2017

The average annual lease cost is \$1,290,000 and is approximately 8% less than the \$1.4M in annual funds currently committed to these users existing lease obligations.

Thanks, as always, for your consideration and support.

Sincerely,



Patricia A. Ross
Chief of Staff

c: David W. Pershing
Dr. Kimberly Henrie
Richard P. Amon
John E. Nixon
Jonathon Bates

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Burbidge Athletic Academic Center Non-State Funded Project

Issue

The University of Utah (UU) requests authorization to proceed with a non-state funded project to construct an addition to the Kenneth and Sally Burbidge Athletic Academic Center.

Background

Regent policy R702, *Non-State Funded Projects* requires the Regents to review major construction or remodeling projects that will require State Building Board approval. State Building Board approval is required by state statute (63A-5-104) for “capital development” projects with more than \$500,000 of new construction cost. The UU proposes to use donations and athletic revenues to add an additional 6,000 square feet to the existing Kenneth and Sally Burbidge Athletic Academic Center at an estimated cost of \$2,000,000. No state appropriated funds will be used for the design, construction, operation, or maintenance of this facility.

The UU supports student athletes and encourages their academic success in part, through support services offered at the Kenneth and Sally Burbidge Athletic Academic Center located just north of the Huntsman Center in the Health, Physical Education, and Recreation (HPER) area of campus. The current facility is inadequate to meet the athletics program growing needs and to provide the necessary academic support for student athletes. The expansion will help to improve student success and provide additional support services for student athletes.

The University's Board of Trustees approved this project on February 14, 2017. Included in the attachments are a letter from the University with additional project information and an artist's rendering of the facility. Representatives from the University will be available to respond to questions at the March Board meeting.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize the University of Utah to present the Kenneth and Sally Burbidge Athletic Academic Center expansion project to the Utah State Building Board for final approval.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

March 6, 2017

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

Dear Commissioner Buhler:

The University of Utah requests approval to construct an addition to the existing Kenneth & Sally Burbidge Athletic Academic Center. The current facility has served the University well but is inadequate in both size and function to provide necessary academic support to our student athletes. This expansion is essential in our continuing efforts to help our student athletes succeed academically and to help them prepare for life after sports. By design there are no study areas in any of the athletics facilities. This allows the student to be completely away from any athletic activities.

The proposed \$2 million, 6,000 square foot addition will be constructed as a two-floor addition on the east and west ends of the current facility. The expansion will improve coordination between the student athletes and the administration and support staff. It will create an environment better suited for academic achievement and personal growth of skills needed for later in life.

No state funds will be used for this addition for the project cost, future O&M or future improvements. These are funded entirely with donations and other athletic revenues. This addition is consistent with the University's approved master plan.

This project was approved by the University's Board of Trustees on February 14, 2017. We request that this be presented to the Board of Regents for approval during the March 31, 2017 meeting.

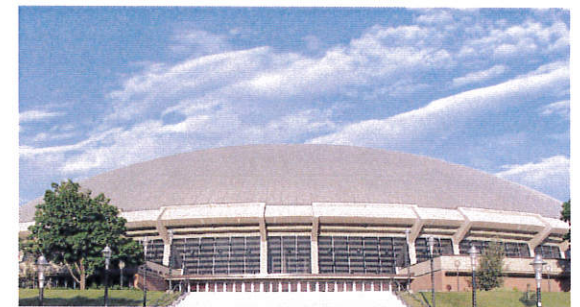
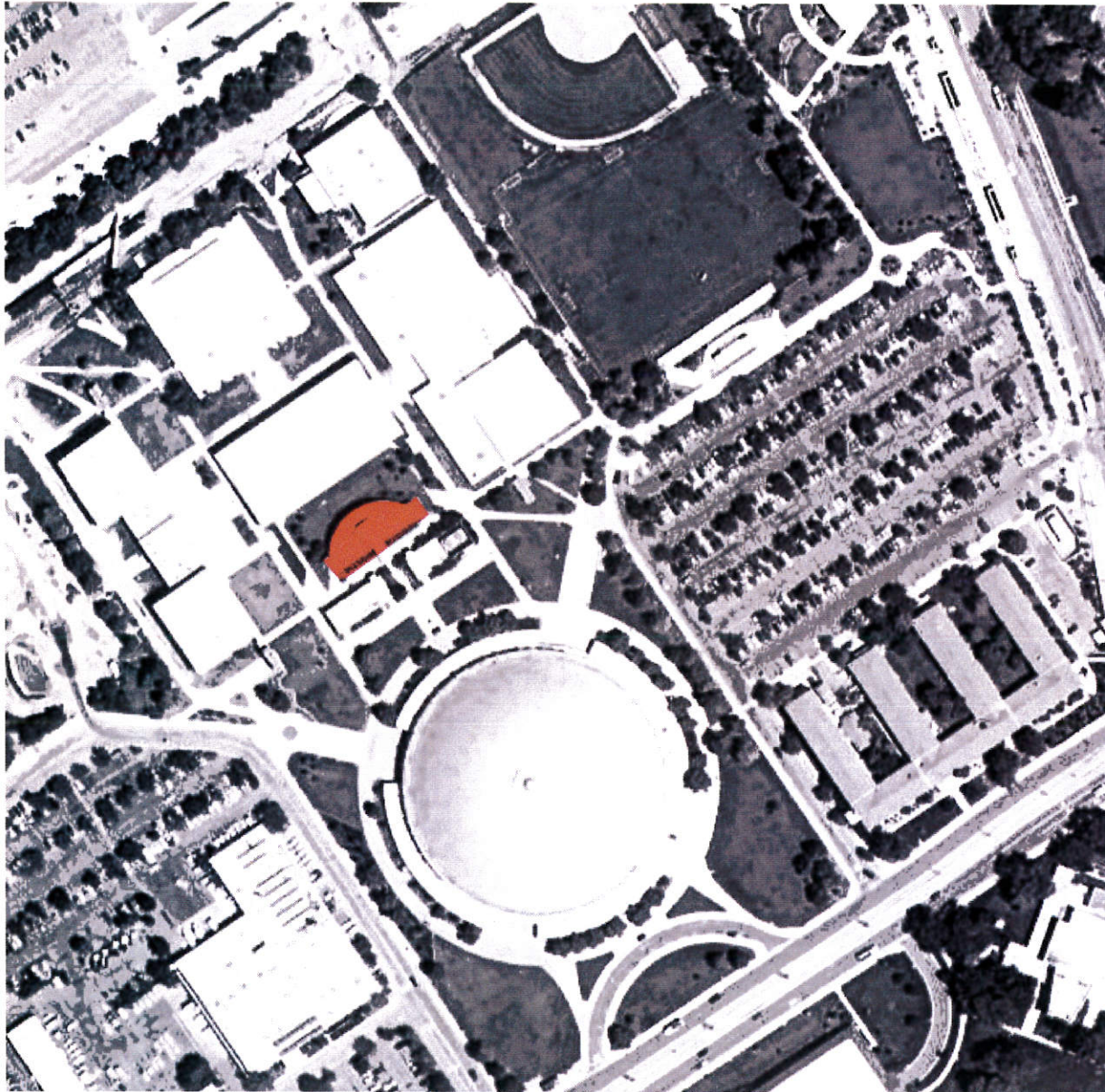
Thanks, as always, for your consideration and support.

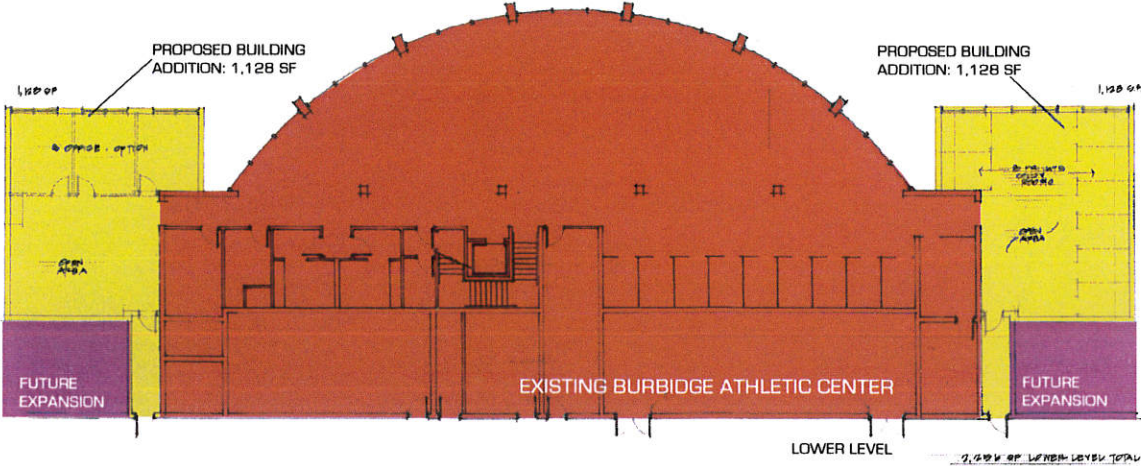
Sincerely,



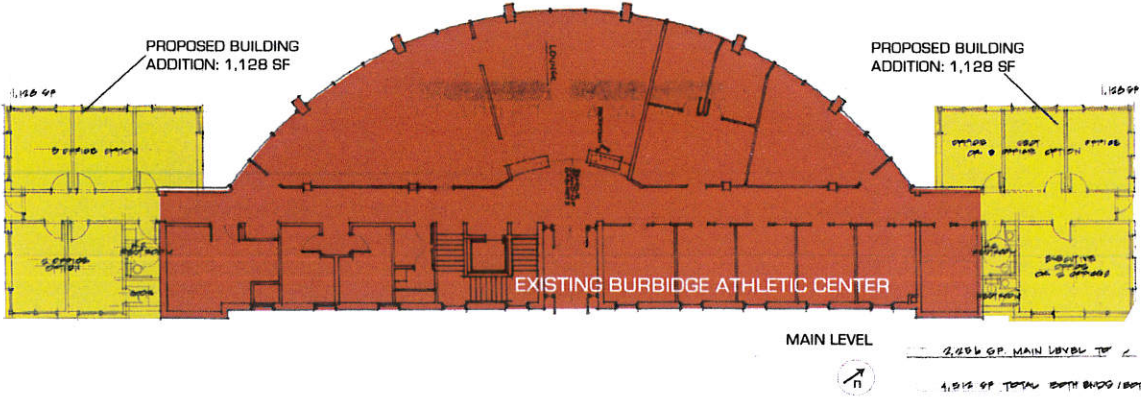
John E. Nixon
Chief Administrative Officer

c: David W. Pershing
Dr. Kimberly Henrie
Richard P. Amon
Chris Hill

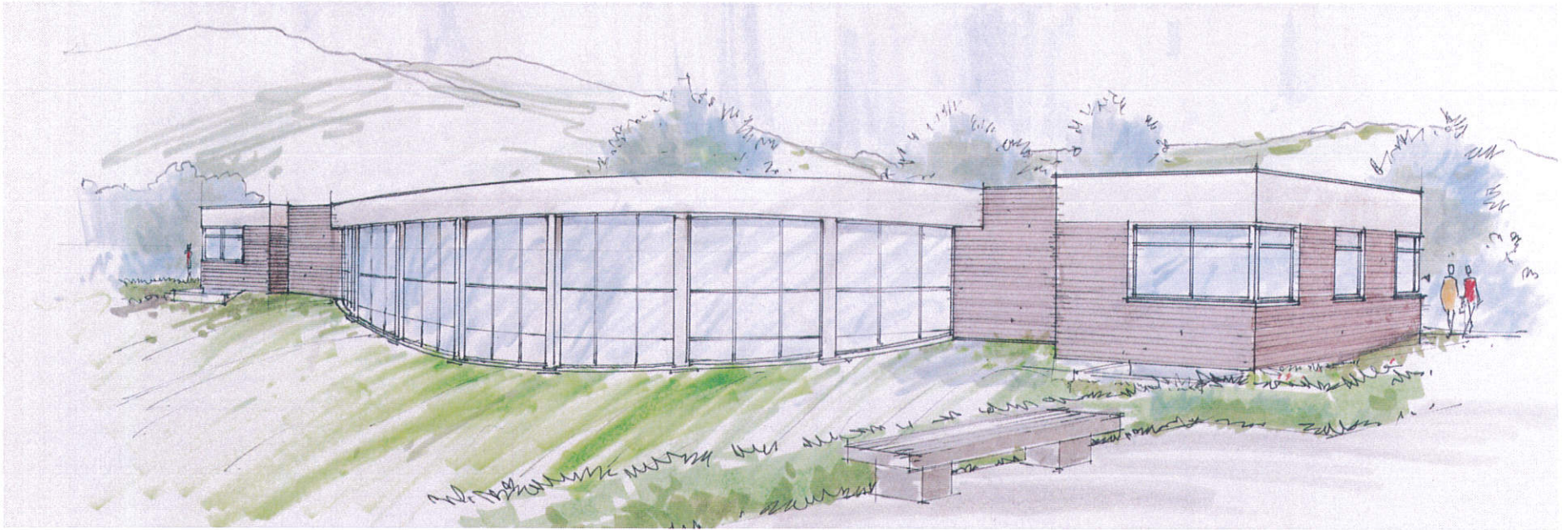




PROGRAM:
LOWER LEVEL: 2,256 sf.



MAIN LEVEL: 2,256 sf.



March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Stewart Stadium Addition (Non-State Funded)

Issue

Weber State University (WSU) requests authorization to proceed with a non-state funded project to construct a new football support facility at the north end of the Stewart Stadium on the Ogden campus.

Background

Regent policy R702, *Non-State Funded Projects* requires the Regents to review capital development or improvement projects requiring State Building Board or Legislative approval. State statute (63A-5-104) delegates authority to the State Building Board to approve capital projects without legislative approval if the requesting institution does not use state funding sources for the design, construction, operation, or maintenance of the facility. WSU proposes to use donations to construct a new facility on the north end of the Stewart Stadium with approximately 23,000 square feet.

Over the last several years WSU has updated and improved the Stewart Stadium on its Ogden campus. The proposed facility aligns with the University's master plan to develop the north end of the stadium to include a new gateway. The support facility would include a new ticket and concessions area, locker room, team meeting rooms, and training and weight rooms. The anticipated cost to construct this new facility is \$6,500,000 funded primarily with donations. State appropriated funds will not be used in design or construction and future operation and maintenance costs will be funded through revenues from the Athletic Department.

Additional information about the project is provided in the attached letter from the University including an artist rendering of the facility. Representatives from WSU will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment



WEBER STATE UNIVERSITY

February 14, 2017

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

Dear Commissioner Buhler,

Weber State University seeks authorization to design and construct a football support facility that would act as a patron gateway at the north end of Stewart Stadium on WSU's Ogden campus.

As background, Weber State Athletics established a master plan for Stewart Stadium improvements several years ago. Elements of the master plan that have now been completed include; replacement of the turf football field with a new artificial surface, improvements to the track and field facilities located at the stadium, renovation and expansion of the restroom facilities, and remodeling of several floors of the Sky Suites facility. The two major elements of the master plan that remain to be completed are a replacement of the east-side bleachers, and construction of a north-end football support facility that will be known as Sarks Boys Gateway--a reference to the WSU teams of the late 1960's that were coached by Sark Arslanian.

WSU is ready to move forward with this north-end gateway project. A rendering of the proposed facility is included here. Plans call for a 23,000 square foot facility that will include a home team locker room, team meeting rooms, training and equipment facilities, weight room addition, and ticketing/concession areas.

The project is expected to cost \$6.5 million. Commitments of \$4.4 million have been secured and \$3 million has been collected. No O&M funding will be sought for this facility. O&M will be covered from Athletic Department revenues.

Pending fund-raising efforts, it is expected that construction of this project will begin following the 2017 season and be ready for use during the 2018 season.

Please place this item on the Regents action calendar for the March 31st meeting.

Sincerely,

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

Dr. Norm Tarbox
Vice President for Administrative Services



March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Proposed Fee Adjustments for 2017-2018

Issue

Board of Regent Policy R510, *Tuition & Fees* requires the Board to approve all general student fee adjustments, normally done in conjunction with the annual determination of tuition rates. USHE institutions seek Board approval of their general student fee schedules for 2017-18.

Background

General student fees are charged in addition to tuition and are intended to help support various institution programs or needs such as student activities, building bonds, buildings, athletics, student health, and technology. Institutional presidents consult with student leaders to determine the level of general student fees to be assessed during the upcoming year.

Regent Policy allows institutions to increase student fees each year up to the rate at which first-tier tuition is increased. Institutions with proposed fee rate increases that exceed the proposed first-tier tuition rate increase of 2.5% have provided evidence of student support for the increase. The following six attachments summarize student fee information.

- Attachment 1: Summary of proposed changes for each institution
- Attachment 2: Summary of USHE 2017-18 annual fees for a full-time student
- Attachment 3: Summary and comparison of 2017-18 annual fees by institution and credit hour
- Attachment 4: Ten-year history of fee increases for the USHE institutions
- Attachment 5: Support letter from the WSU student body leadership
- Attachment 6: Support letter from the Snow student body leadership
- Attachment 7: Support letter from the DSU student body leadership

Commissioner's Recommendation

The Commissioner recommends approval of the proposed student fee schedules for 2017-18.

David L. Buhler
Commissioner for Higher Education

DLB/KLH/BLS
Attachments

UTAH SYSTEM OF HIGHER EDUCATION

Attachment 1

Summary of Recommended 2017-18 Undergraduate Fee Changes

15 Credit Hour Load for 2 Semesters

| Institution and Fee Type | Increase from 2016-17 | |
|--------------------------|-----------------------|---------|
| | Dollars | Percent |

University of Utah

Student Activity/ Support Fees

| | | |
|--------------|-------|-------|
| Fine Arts | 11.00 | 45.8% |
| Publications | 5.64 | 45.6% |

Athletic Fees

| | | |
|-----------|-------|-------|
| Athletics | -6.00 | -3.5% |
|-----------|-------|-------|

Technology Fees

| | | |
|--------------|------|------|
| Computer Fee | 6.86 | 3.0% |
|--------------|------|------|

| | | |
|-----------------------|----------------|-------------|
| Total Increase | \$17.50 | 1.6% |
|-----------------------|----------------|-------------|

Utah State University

Student Activity/Support Fees

| | | |
|-------------------|-------|-------|
| Activity | 0.56 | 0.8% |
| Campus Recreation | 0.88 | 1.25% |
| Library | 10.00 | 18.1% |

| | | |
|-------------------------------------|------|------|
| Counseling & Psychological Services | 7.00 | 0.0% |
|-------------------------------------|------|------|

| | | |
|-----------------------|----------------|-------------|
| Total Increase | \$18.44 | 1.8% |
|-----------------------|----------------|-------------|

Weber State University

Student Activity/ Support Fees

| | | |
|------------|------|------|
| Activity | 9.40 | 4.3% |
| Recreation | 5.26 | 7.9% |

Building Bond Fees

| | | |
|----------|------|------|
| Building | 1.64 | 0.7% |
|----------|------|------|

Building Support Fees

| | | |
|----------------|------|------|
| Union Building | 4.14 | 6.2% |
|----------------|------|------|

Athletic Fees

| | | |
|-----------|------|------|
| Athletics | 4.46 | 3.3% |
|-----------|------|------|

Health Fees

| | | |
|---------|------|------|
| Medical | 0.64 | 1.1% |
|---------|------|------|

Technology Fees

| | | |
|-----------------------|------|------|
| Student Computer Labs | 0.10 | 0.1% |
| Computer | 0.72 | 2.8% |

Transportation Fees

| | | |
|----------------|------|------|
| Transportation | 0.98 | 7.4% |
|----------------|------|------|

| | | |
|-----------------------|----------------|-------------|
| Total Increase | \$27.34 | 3.0% |
|-----------------------|----------------|-------------|

Southern Utah University

Student Activity/ Support Fees

| | | |
|-------------------------|-------|--------|
| Student Center Activity | -2.00 | -16.0% |
| Theatre Arts & Dance | 2.00 | 33.3% |

Athletic Fees

| | | |
|-----------|------|------|
| Athletics | 2.00 | 1.0% |
|-----------|------|------|

| | | |
|-----------------------|---------------|-------------|
| Total Increase | \$2.00 | 0.3% |
|-----------------------|---------------|-------------|

| Institution and Fee Type | Increase from 2016-17 | |
|--------------------------|-----------------------|---------|
| | Dollars | Percent |

Snow College

Health Fees

| | | |
|-----------------|-------|------|
| Wellness Center | 20.00 | 0.0% |
|-----------------|-------|------|

| | | |
|-----------------------|----------------|-------------|
| Total Increase | \$20.00 | 5.1% |
|-----------------------|----------------|-------------|

Dixie State University

Student Activity/ Support Fees

| | | |
|-----------------------------|------|--------|
| Associated Students (DSUSA) | 6.00 | 9.1% |
| One-time Fund | 4.00 | 66.7% |
| Writing Center | 4.00 | 100.0% |

Building Support Fees

| | | |
|---------------------------|------|-------|
| Student Center Operations | 8.00 | 17.8% |
|---------------------------|------|-------|

Athletic Fees

| | | |
|-----------|------|------|
| Athletics | 2.00 | 1.3% |
|-----------|------|------|

Health Fees

| | | |
|----------------------------|------|-------|
| Health and Wellness Center | 8.00 | 34.8% |
|----------------------------|------|-------|

Technology Fees

| | | |
|-------------------------|------|------|
| Instructional Computers | 4.00 | 8.3% |
|-------------------------|------|------|

| | | |
|-----------------------|----------------|-------------|
| Total Increase | \$36.00 | 4.9% |
|-----------------------|----------------|-------------|

Utah Valley University

Student Activity/ Support Fees

| | | |
|-------------------|------|------|
| Campus Recreation | 1.40 | 3.2% |
|-------------------|------|------|

Building Bond Fees

| | | |
|---------------|-------|-------|
| Building Bond | -4.00 | -2.1% |
|---------------|-------|-------|

Health Fees

| | | |
|-----------------|------|------|
| Health Services | 1.50 | 8.8% |
|-----------------|------|------|

Technology Fees

| | | |
|--------------|------|------|
| Computer Lab | 1.10 | 7.4% |
|--------------|------|------|

| | | |
|-----------------------|---------------|-------------|
| Total Increase | \$0.00 | 0.0% |
|-----------------------|---------------|-------------|

Salt Lake Community College

Student Activity/ Support Fees

| | | |
|----------------|------|-------|
| ID Card | 2.00 | 8.5% |
| Child Care | 5.00 | 66.7% |
| Recreation Fee | 3.00 | 0.0% |

Health Fees

| | | |
|---------------------------------|------|-------|
| Health and Wellness Center Fees | 4.00 | 13.8% |
| Recreation Fee | | |

Transportation Fees

| | | |
|---------------------|-------|--------|
| Transportation Fees | -3.00 | -42.9% |
|---------------------|-------|--------|

| | | |
|-----------------------|----------------|-------------|
| Total Increase | \$11.00 | 2.4% |
|-----------------------|----------------|-------------|

2017-18 UNDERGRADUATE STUDENT FEES

Annual Fee Rate for a Full-Time Student (15 Credit Hours for 2 Consecutive Semesters)

| | UU | USU | WSU | SUU | Snow | DSU | UVU | SLCC |
|--------------------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Fees | | | | | | | | |
| Student Activity/ Support Fees | 302.06 | 237.18 | 316.54 | 125.50 | 99.20 | 223.00 | 137.72 | 144.00 |
| Building Bond Fees | - | 276.64 | 244.02 | 212.00 | - | - | 188.18 | 118.00 |
| Building Support Fees | 258.48 | 17.42 | 70.88 | 110.00 | 176.30 | 303.50 | 107.84 | 61.00 |
| Athletic Fees | 165.38 | 270.28 | 140.84 | 206.00 | 75.00 | 162.00 | 208.70 | 69.00 |
| Health Fees | 40.96 | 88.34 | 57.72 | 40.00 | 20.00 | 31.50 | 18.54 | 33.00 |
| Technology Fees | 238.90 | 127.02 | 94.92 | 64.00 | 39.90 | 52.00 | 15.94 | 29.50 |
| Transportation Fees | 116.70 | 47.28 | 14.14 | - | - | - | 13.08 | 4.00 |
| Other Fees | 5.00 | 5.98 | - | - | - | - | - | 3.00 |
| Total Fees | \$1,127.48 | \$1,070.14 | \$939.06 | \$757.50 | \$410.40 | \$772.00 | \$690.00 | \$461.50 |

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have different fee schedules (typically lower)

Utah System of Higher Education

Attachment 3

Summary of General Student Fees 2016-17 vs. 2017-18 (for a Full-time Student 2 semesters - 15 credit hours each)

| University of Utah: Fees | | | | | |
|-----------------------------------|-------------------------------|-------------------|-------------------|----------------|-------------|
| Fee Category | Fee Description | 2016-17 Fees | 2017-18 Fees | Annual Change | % Change |
| 1. Student Activity/ Support Fees | ASUU | \$46.24 | \$46.24 | - | 0.0% |
| | Collegiate Readership Program | 6.20 | 6.20 | - | 0.0% |
| | Fine Arts | 24.00 | 35.00 | 11.00 | 45.8% |
| | Library | 27.00 | 27.00 | - | 0.0% |
| | Publications | 12.36 | 18.00 | 5.64 | 45.6% |
| | Recreation | 37.62 | 37.62 | - | 0.0% |
| | Money Management | 6.00 | 6.00 | - | 0.0% |
| | Study Abroad | 6.00 | 6.00 | - | 0.0% |
| | Student Life Center | 120.00 | 120.00 | - | 0.0% |
| | Subtotal | 285.42 | 302.06 | | |
| 2. Building Support Fees | Building | 238.48 | 238.48 | - | 0.0% |
| | Utilities | 20.00 | 20.00 | - | 0.0% |
| | Subtotal | 258.48 | 258.48 | | |
| 3. Athletic Fees | Athletics | 171.38 | 165.38 | (6.00) | -3.5% |
| 4. Health Fees | Health | 40.96 | 40.96 | - | 0.0% |
| 5. Technology Fees | Computer Fee | 232.04 | 238.90 | 6.86 | 3.0% |
| 6. Transportation Fees | Transportation | 116.70 | 116.70 | - | 0.0% |
| 7. Other Fees | Sustainability | 5.00 | 5.00 | - | 0.0% |
| Total Fees | | \$1,109.98 | \$1,127.48 | \$17.50 | 1.6% |

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2017-18 per Semester

| University of Utah: Undergraduate Fees | |
|--|---------------|
| Credit Hours | \$ Amount |
| 1 | \$408.76 |
| 2 | 419.83 |
| 3 | 430.90 |
| 4 | 441.97 |
| 5 | 453.04 |
| 6 | 464.11 |
| 7 | 475.18 |
| 8 | 486.25 |
| 9 | 497.32 |
| 10 | 508.39 |
| 11 | 519.46 |
| 12 | 530.53 |
| 13 | 541.60 |
| 14 | 552.67 |
| 15 | 563.74 |
| 16 | 574.81 |
| 17 | 585.88 |
| 18 | 596.95 |
| 19 | 608.02 |
| 20 | 619.09 |
| 21 | 630.16 |
| 22 | 641.23 |
| 23 | 652.30 |
| 24 | 663.37 |
| 25 | \$674.44 |

Summary of General Student Fees 2016-17 vs. 2017-18 (for a Full-time Student 2 semesters - 15 credit hours each)

| <u>Utah State University: Fees</u> | | | | | |
|------------------------------------|-------------------------------------|-------------------|-------------------|------------------|-------------|
| Fee Category | Fee Description | 2016-17 Fees | 2017-18 Fees | Annual Change | % Change |
| 1. Student Activity/ Support Fees | Activity | \$71.90 | \$72.46 | 0.56 | 0.8% |
| | Campus Recreation | 70.34 | 71.22 | 0.88 | 1.3% |
| | Library | 55.34 | 65.34 | 10.00 | 18.1% |
| | Music & Theater | 21.16 | 21.16 | - | 0.0% |
| | Counseling & Psychological Services | 0.00 | 7.00 | 7.00 | 0.0% |
| | Subtotal | 218.74 | 237.18 | | |
| 2. Building Bond Fees | Building | 276.64 | 276.64 | - | 0.0% |
| 3. Building Support Fees | Building | 17.42 | 17.42 | - | 0.0% |
| 4. Athletic Fees | Athletics | 270.28 | 270.28 | - | 0.0% |
| 5. Health Fees | Health Services | 88.34 | 88.34 | - | 0.0% |
| 6. Technology Fees | Computer Labs | 127.02 | 127.02 | - | 0.0% |
| 7. Transportation Fees | Aggie Shuttle | 41.84 | 41.84 | - | 0.0% |
| | Blue Bikes | 5.44 | 5.44 | - | 0.0% |
| | Subtotal | 47.28 | 47.28 | | |
| 8. Other Fees | Sustainability | 5.98 | 5.98 | - | 0.0% |
| Total Fees | | \$1,051.70 | \$1,070.14 | \$18.44 | 1.8% |

Utah System of Higher EducationPer Credit Hour Charges for General Student Fees 2017-18 per Semester

| <u>Utah State University Fees</u> | |
|-----------------------------------|------------------|
| <u>Credit Hours</u> | <u>\$ Amount</u> |
| 1 | \$352.80 |
| 2 | 369.37 |
| 3 | 385.94 |
| 4 | 402.51 |
| 5 | 419.08 |
| 6 | 435.65 |
| 7 | 452.22 |
| 8 | 468.79 |
| 9 | 485.36 |
| 10 | 501.93 |
| 11 | 518.50 |
| 12 | 535.07 |
| 13 | 535.07 |
| 14 | 535.07 |
| 15 | 535.07 |
| 16 | 535.07 |
| 17 | 535.07 |
| 18 | 535.07 |
| 19 | 551.64 |
| 20 | 568.21 |
| 21 | 584.78 |
| 22 | 601.35 |
| 23 | 617.92 |
| 24 | 634.49 |
| 25 | \$651.06 |

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have different fee schedules (typically lower)

Summary of General Student Fees 2016-17 vs. 2017-18 (for a Full-time Student 2 semesters - 15 credit hours each)

| <u>Weber State University: Fees</u> | | | | | |
|-------------------------------------|--------------------------|-----------------|-----------------|------------------|-------------|
| Fee Category | Fee Description | 2016-17 Fees | 2017-18 Fees | Annual Change | % Change |
| 1. Student Activity/ Support Fees | Activity | \$216.42 | \$225.82 | 9.40 | 4.3% |
| | Recreation | 66.46 | 71.72 | 5.26 | 7.9% |
| | ID Cards/Student Support | 19.00 | 19.00 | - | 0.0% |
| | Subtotal | 301.88 | 316.54 | | |
| 2. Building Bond Fees | Building | 242.38 | 244.02 | 1.64 | 0.7% |
| 3. Building Support Fees | Union Building | 66.74 | 70.88 | 4.14 | 6.2% |
| 4. Athletic Fees | Athletic | 136.38 | 140.84 | 4.46 | 3.3% |
| 5. Health Fees | Medical | 57.08 | 57.72 | 0.64 | 1.1% |
| 6. Technology Fees | Computer | 68.02 | 68.12 | 0.10 | 0.1% |
| | Student Computer Labs | 26.08 | 26.80 | 0.72 | 2.8% |
| | Subtotal | 94.10 | 94.92 | | |
| 7. Transportation Fees | Transportation | 13.16 | 14.14 | 0.98 | 7.4% |
| Total Fees | | \$911.72 | \$939.06 | \$27.34 | 3.0% |

Utah System of Higher Education*Per Credit Hour Charges for General Student Fees 2017-18 per Semester*

| <u>Weber State University Fees</u> | |
|------------------------------------|------------------|
| <u>Credit Hours</u> | <u>\$ Amount</u> |
| 1 | \$124.93 |
| 2 | 159.39 |
| 3 | 193.85 |
| 4 | 228.31 |
| 5 | 262.77 |
| 6 | 297.23 |
| 7 | 331.69 |
| 8 | 366.15 |
| 9 | 400.61 |
| 10 | 435.07 |
| 11 | 469.53 |
| 12 | 469.53 |
| 13 | 469.53 |
| 14 | 469.53 |
| 15 | 469.53 |
| 16 | 469.53 |
| 17 | 469.53 |
| 20 | 469.53 |
| 19 | 469.53 |
| 20 | 469.53 |
| 21 | 469.53 |
| 22 | 469.53 |
| 23 | 469.53 |
| 24 | 469.53 |
| 25 | \$469.53 |

Utah System of Higher Education

Attachment 3

Summary of General Student Fees 2016-17 vs. 2017-18 (for a Full-time Student 2 semesters - 15 credit hours each)

Southern Utah University: Fees

| Fee Category | Fee Description | 2016-17 Fees | 2017-18 Fees | Annual Change | % Change |
|-----------------------------------|-------------------------|-----------------|-----------------|------------------|-------------|
| 1. Student Activity/ Support Fees | Student Association | 49.00 | 49.00 | - | 0.0% |
| | Outdoor Recreation | 16.00 | 16.00 | - | 0.0% |
| | University Journal | 11.00 | 11.00 | - | 0.0% |
| | Student Center Activity | 12.50 | 10.50 | (2.00) | -16.0% |
| | Campus Recreation | 10.00 | 10.00 | - | 0.0% |
| | Community Engagement | 9.50 | 9.50 | - | 0.0% |
| | Theatre Arts & Dance | 6.00 | 8.00 | 2.00 | 33.3% |
| | Music | 6.50 | 6.50 | - | 0.0% |
| | Student I.D. | 3.00 | 3.00 | - | 0.0% |
| | Civic Engagement | 2.00 | 2.00 | - | 0.0% |
| | Subtotal | 125.50 | 125.50 | | |
| 2. Building Bond Fees | Building | 212.00 | 212.00 | - | 0.0% |
| 3. Building Support Fees | Building | 110.00 | 110.00 | - | 0.0% |
| 4. Athletic Fees | Athletics | 204.00 | 206.00 | 2.00 | 1.0% |
| 5. Health Fees | Counseling | 40.00 | 40.00 | - | 0.0% |
| 6. Technology Fees | Computer | 64.00 | 64.00 | - | 0.0% |
| Total Fees | | <u>\$755.50</u> | <u>\$757.50</u> | <u>\$2.00</u> | <u>0.3%</u> |

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2017-18 per Semester

Southern Utah University Fees

| <u>Credit Hours</u> | <u>\$ Amount</u> |
|-------------------------|------------------|
| 1 | \$47.25 |
| 2 | 84.00 |
| 3 | 120.75 |
| 4 | 157.75 |
| 5 | 194.50 |
| 6 | 231.25 |
| 7 | 268.00 |
| 8 | 305.00 |
| 9 | 341.75 |
| 10 | 378.75 |
| 11 | 378.75 |
| 12 | 378.75 |
| 13 | 378.75 |
| 14 | 378.75 |
| 15 | 378.75 |
| 16 | 378.75 |
| 17 | 378.75 |
| 18 | 378.75 |
| 19 | 378.75 |
| 20 | 378.75 |
| 21 | 378.75 |
| 22 | 378.75 |
| 23 | 378.75 |
| 24 | 378.75 |
| 25 | \$378.75 |

Utah System of Higher Education

Attachment 3

Summary of General Student Fees 2016-17 vs. 2017-18 (for a Full-time Student 2 semesters - 15 credit hours each)

| Snow College: Fees | | | | | |
|-----------------------------------|-----------------|-----------------|-----------------|----------------|-------------|
| Fee Category | Fee Description | 2016-17 Fees | 2017-18 Fees | Annual Change | % Change |
| 1. Student Activity/ Support Fees | Activity | \$68.30 | \$68.30 | - | 0.0% |
| | Intramurals | 12.00 | 12.00 | - | 0.0% |
| | Music | 10.00 | 10.00 | - | 0.0% |
| | Theater | 8.90 | 8.90 | - | 0.0% |
| | Subtotal | 99.20 | 99.20 | | |
| 2. Building Support Fees | Building | 176.30 | 176.30 | - | 0.0% |
| 3. Athletic Fees | Athletics | 42.00 | 42.00 | - | 0.0% |
| | Activity Center | 27.00 | 27.00 | - | 0.0% |
| | Fitness | 6.00 | 6.00 | - | 0.0% |
| | Subtotal | 75.00 | 75.00 | | |
| 4. Health Fees | Wellness Center | 0.00 | 20.00 | 20.00 | 0.0% |
| | Insurance | 5.60 | 5.60 | - | 0.0% |
| | Subtotal | 5.60 | 25.60 | | |
| 5. Technology Fees | Computer | 31.90 | 31.90 | - | 0.0% |
| | Communication | 8.00 | 8.00 | - | 0.0% |
| | Subtotal | 39.90 | 39.90 | | |
| Total Fees | | \$390.40 | \$410.40 | \$20.00 | 5.1% |

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2017-18 per Semester

| Snow College Fees | |
|-------------------|-----------|
| Credit Hours | \$ Amount |
| 1 | \$ - |
| 2 | - |
| 3 | - |
| 4 | 61.00 |
| 5 | 82.00 |
| 6 | 103.00 |
| 7 | 124.00 |
| 8 | 145.00 |
| 9 | 166.00 |
| 10 | 187.00 |
| 11 | 208.00 |
| 12 | 208.00 |
| 13 | 208.00 |
| 14 | 208.00 |
| 15 | 208.00 |
| 16 | 208.00 |
| 17 | 208.00 |
| 18 | 208.00 |
| 19 | 208.00 |
| 20 | 208.00 |
| 21 | 208.00 |
| 22 | 208.00 |
| 23 | 208.00 |
| 24 | 208.00 |
| 25 | \$208.00 |

Utah System of Higher Education

Attachment 3

Summary of General Student Fees 2016-17 vs. 2017-18 (for a Full-time Student 2 semesters - 15 credit hours each)

Dixie State University: Fees

| Fee Category | Fee Description | 2016-17 Fees | 2017-18 Fees | Annual Change | % Change |
|-----------------------------------|--|-----------------|-----------------|------------------|-------------|
| 1. Student Activity/ Support Fees | Associated Students (DSUSA) | \$66.00 | \$72.00 | 6.00 | 9.1% |
| | Recreation/Intramurals/Fitness | \$54.00 | \$54.00 | - | 0.0% |
| | Student Involvement | 32.00 | 32.00 | - | 0.0% |
| | Testing Center | 14.00 | 14.00 | - | 0.0% |
| | One-time Fund | 6.00 | 10.00 | 4.00 | 66.7% |
| | Tutoring Center | 9.00 | 9.00 | - | 0.0% |
| | Writing Center | 4.00 | 8.00 | 4.00 | 100.0% |
| | Multicultural & Diversity | 8.00 | 8.00 | - | 0.0% |
| | Fine Arts | 6.00 | 6.00 | - | 0.0% |
| | Radio & Broadcast Advertising | 4.00 | 4.00 | - | 0.0% |
| | Institute of Politics and Public Affairs | 2.00 | 2.00 | - | 0.0% |
| | Dixie Sun News | 2.00 | 2.00 | - | 0.0% |
| | Student ID Card | 2.00 | 2.00 | - | 0.0% |
| | Subtotal | 209.00 | 223.00 | | |
| 2. Building Support Fees | Human Performance Center Fund | 231.50 | 231.50 | - | 0.0% |
| | Student Center Operations | 45.00 | 53.00 | 8.00 | 17.8% |
| | New Student Center Fund | 10.00 | 10.00 | - | 0.0% |
| | Campus Facilities Maintenance | 9.00 | 9.00 | - | 0.0% |
| | Subtotal | 295.50 | 303.50 | | |
| 3. Athletic Fee | Athletics | 160.00 | 162.00 | 2.00 | 1.3% |
| 4. Health Fees | Health and Wellness Center | 23.00 | 31.00 | 8.00 | 34.8% |
| | AED | 0.50 | 0.50 | - | 0.0% |
| | Subtotal | 23.50 | 31.50 | | |
| 5. Technology Fees | Instructional Computers | 48.00 | 52.00 | 4.00 | 8.3% |
| | Subtotal | 48.00 | 52.00 | | |
| Total Fees | | \$736.00 | \$772.00 | 36.00 | 4.9% |

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2017-18 per Semester

Dixie State University Fees

| Credit Hours | \$ Amount |
|-----------------|-----------|
| 1 | \$32.16 |
| 2 | 64.32 |
| 3 | 96.48 |
| 4 | 128.64 |
| 5 | 160.80 |
| 6 | 192.96 |
| 7 | 225.12 |
| 8 | 257.28 |
| 9 | 289.44 |
| 10 | 321.60 |
| 11 | 353.76 |
| 12 | 386.00 |
| 20 | 368.00 |
| 14 | 368.00 |
| 15 | 368.00 |
| 16 | 368.00 |
| 17 | 368.00 |
| 18 | 368.00 |
| 19 | 368.00 |
| 20 | 368.00 |
| 21 | 368.00 |
| 22 | 368.00 |
| 23 | 368.00 |
| 24 | 368.00 |
| 25 | \$368.00 |

Summary of General Student Fees 2016-17 vs. 2017-18 (for a Full-time Student 2 semesters - 15 credit hours each)

| <u>Utah Valley University: Fees</u> | | | | | |
|-------------------------------------|--------------------------------|-----------------|-----------------|------------------|-------------|
| Fee Category | Fee Description | 2016-17 Fees | 2017-18 Fees | Annual Change | % Change |
| 1. Student Activity/ Support Fees | Student Programs | \$92.38 | \$92.38 | - | 0.0% |
| | Campus Recreation | 43.94 | 45.34 | 1.40 | 3.2% |
| | Subtotal | 136.32 | 137.72 | | |
| 2. Building Bond Fees | Building Bond | 192.18 | 188.18 | (4.00) | -2.1% |
| 3. Building Support Fees | Student Center | 57.88 | 57.88 | - | 0.0% |
| | Student Life & Wellness Center | 49.96 | 49.96 | - | 0.0% |
| | Subtotal | 107.84 | 107.84 | | |
| 4. Athletic Fees | Athletics | 208.70 | 208.70 | - | 0.0% |
| 5. Health Fees | Health Services | 17.04 | 18.54 | 1.50 | 8.8% |
| 6. Technology Fees | Computer Lab | 14.84 | 15.94 | 1.10 | 7.4% |
| 7. Transportation Fees | UTA | 13.08 | 13.08 | - | 0.0% |
| Total Fees | | \$690.00 | \$690.00 | \$0.00 | 0.0% |

Utah System of Higher Education*Per Credit Hour Charges for General Student Fees 2017-18 per Semester*

| <u>Utah Valley University Fees</u> | |
|------------------------------------|------------------|
| <u>Credit Hours</u> | <u>\$ Amount</u> |
| 1 | \$39.00 |
| 2 | 73.00 |
| 3 | 107.00 |
| 4 | 141.00 |
| 5 | 175.00 |
| 6 | 209.00 |
| 7 | 243.00 |
| 8 | 277.00 |
| 9 | 311.00 |
| 10 | 345.00 |
| 11 | 345.00 |
| 12 | 345.00 |
| 13 | 345.00 |
| 14 | 345.00 |
| 15 | 345.00 |
| 16 | 345.00 |
| 17 | 345.00 |
| 18 | 345.00 |
| 19 | 345.00 |
| 20 | 345.00 |
| 21 | 345.00 |
| 22 | 345.00 |
| 23 | 345.00 |
| 24 | 345.00 |
| 25 | \$345.00 |

*Summary of General Student Fees 2016-17 vs. 2017-18 (for a Full-time Student 2 semesters - 15 credit hours each)***Salt Lake Community College: Fees**

| Fee Category | Fee Description | 2016-17 Fees | 2017-18 Fees | Annual Change | % Change |
|-----------------------------------|---------------------------------|-----------------|-----------------|----------------|-------------|
| 1. Student Activity/ Support Fees | Activity Fee | \$55.00 | \$55.00 | - | 0.0% |
| | Student Service Center | 30.50 | 30.50 | - | 0.0% |
| | ID Card | 23.50 | 25.50 | 2.00 | 8.5% |
| | Child Care | 7.50 | 12.50 | 5.00 | 66.7% |
| | Community Service | 9.00 | 9.00 | - | 0.0% |
| | Arts and Cultural Events | 7.00 | 7.00 | - | 0.0% |
| | Recreation Fee | 0.00 | 3.00 | 3.00 | 0.0% |
| | Publication - Student Newspaper | 1.50 | 1.50 | - | 0.0% |
| | Subtotal | 134.00 | 144.00 | | |
| 2. Building Bond Fees | Building Fee | 118.00 | 118.00 | - | 0.0% |
| 3. Building Support Fees | Union Building | 61.00 | 61.00 | - | 0.0% |
| 4. Athletic Fees | Athletics | 69.00 | 69.00 | - | 0.0% |
| 5. Health Fees | Health and Wellness Center Fee | 29.00 | 33.00 | 4.00 | 13.8% |
| 6. Technology Fees | Computer/Technology | 29.50 | 29.50 | - | 0.0% |
| 7. Transportation Fees | Transportation Fee | 7.00 | 4.00 | (3.00) | -42.9% |
| 8. Other Fees | Sustainability Fee | 3.00 | 3.00 | - | 0.0% |
| Total Fees | | \$450.50 | \$461.50 | \$11.00 | 2.4% |

Utah System of Higher Education*Per Credit Hour Charges for General Student Fees 2017-18 per Semester***Salt Lake Community College Fees**

| <u>Credit Hours</u> | <u>\$ Amount</u> |
|---------------------|------------------|
| 1 | \$54.75 |
| 2 | 76.75 |
| 3 | 98.75 |
| 4 | 120.75 |
| 5 | 142.75 |
| 6 | 164.75 |
| 7 | 186.75 |
| 8 | 208.75 |
| 9 | 230.75 |
| 10 | 230.75 |
| 11 | 230.75 |
| 12 | 230.75 |
| 13 | 230.75 |
| 14 | 230.75 |
| 15 | 230.75 |
| 16 | 230.75 |
| 17 | 230.75 |
| 18 | 230.75 |
| 20 | 230.75 |
| 20 | 230.75 |
| 21 | 230.75 |
| 22 | 230.75 |
| 23 | 230.75 |
| 24 | 230.75 |
| 25 | \$230.75 |

HISTORY OF GENERAL UNDERGRADUATE STUDENT FEES AND PERCENTAGE INCREASES

2008-09 through 2017-18 Proposed

Fifteen Credit Hour Load -- 2 Semesters

Ten Year History and Proposed 2017-18 Amounts by Institution

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---------------------|----------|----------|----------|----------|----------|----------|------------|------------|------------|------------|
| U of U | \$758.88 | \$789.60 | \$846.92 | \$912.76 | \$938.02 | \$946.32 | \$1,066.32 | \$1,067.28 | \$1,109.98 | \$1,127.48 |
| USU | 627.12 | 784.62 | 804.36 | 825.88 | 909.70 | 912.10 | 929.68 | 1,046.26 | 1,051.70 | 1,070.14 |
| WSU | 701.56 | 729.62 | 751.62 | 774.20 | 806.72 | 830.90 | 857.52 | 883.32 | 911.72 | 939.06 |
| SUU | 526.00 | 539.00 | 540.00 | 540.00 | 616.00 | 716.00 | 722.00 | 721.50 | 755.50 | 757.50 |
| Snow | 380.00 | 390.00 | 390.00 | 390.00 | 390.00 | 390.00 | 390.00 | 396.00 | 390.40 | 410.40 |
| DSU | 451.20 | 505.20 | 549.20 | 600.00 | 620.00 | 643.00 | 662.00 | 712.00 | 736.00 | 772.00 |
| UVU | 564.00 | 584.00 | 616.00 | 640.00 | 664.00 | 718.00 | 728.00 | 708.00 | 690.00 | 690.00 |
| SLCC | 373.50 | 414.00 | 412.00 | 412.00 | 411.00 | 418.00 | 428.50 | 438.50 | 450.50 | 461.50 |
| USHE ⁽¹⁾ | \$547.78 | \$592.01 | \$613.76 | \$636.86 | \$669.43 | \$696.79 | \$723.00 | \$746.61 | \$761.98 | \$778.51 |

Ten Year History and Proposed 2017-18 Percent Change from Prior Year by Institution

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| U of U | 5.8% | 4.1% | 7.3% | 7.8% | 2.8% | 0.9% | 12.7% | 0.1% | 4.0% | 1.6% |
| USU | 7.2% | 25.1% | 2.5% | 2.7% | 10.1% | 0.3% | 1.9% | 12.5% | 0.5% | 1.8% |
| WSU | 4.0% | 4.0% | 3.0% | 3.0% | 4.2% | 3.0% | 3.2% | 3.0% | 3.2% | 3.0% |
| SUU | 0.8% | 2.5% | 0.2% | - | 14.1% | 16.2% | 0.8% | -0.1% | 4.7% | 0.3% |
| Snow | - | 2.6% | - | - | - | - | - | 1.5% | -1.4% | 5.1% |
| DSU | 3.5% | 12.0% | 8.7% | 9.3% | 3.3% | 3.7% | 3.0% | 7.6% | 3.4% | 4.9% |
| UVU | 6.8% | 3.6% | 5.5% | 3.9% | 3.8% | 8.1% | 1.4% | -2.7% | -2.5% | 0.0% |
| SLCC | 1.9% | 10.8% | -0.5% | - | -0.2% | 1.7% | 2.5% | 2.3% | 2.7% | 2.4% |
| USHE ⁽¹⁾ | 4.1% | 9.1% | 3.4% | 3.8% | 5.1% | 4.1% | 3.8% | 3.3% | 2.1% | 2.2% |

(1) Simple averages.



March 6, 2017

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

Dear Commissioner Buhler:

In compliance with Regent Policy, I am writing to express my support for Weber State University's proposed 3% student fee increase for 2017-2018.

As is the case every year, students at Weber State University play a key role in our student fee allocation process. This year was no different. I can say with confidence that our students support these increases.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Gregory Woodfield'.

Gregory Woodfield
WSUSA President

cc: Charles Wight, President
Jan Winniford, VP for Student Affairs



OFFICE OF STUDENT LIFE

15 March 2017

Dear Members of the Utah State Board of Regents:

We are writing this letter of support for a proposed \$10 per semester fee increase to the general student fees paid at Snow College. This proposal will result in fees increasing from \$198 to \$208 per semester, a 5% increase. The purpose of the increase is to create a new fee account that will fund an additional fulltime counselor position in our college Counseling and Wellness Center. This third full time counselor will address the ever expanding work load of the center. By reducing the three week or longer waiting list for counseling appointments, we can better serve and assist Snow College students on our two campuses. We know that you are aware of the continually growing need to support and assist students with serious emotional and mental health needs on our Utah campuses.

This year the combined student body presidents for Utah colleges and universities have supported the initiative of drawing attention to this serious issue and to each work with our campus administration, faculty, staff and students to address the need at our individual schools. We are aware that other institutions already use student fees to help support counseling services for students. This proposed increase is a result of a yearlong campus wide dialogue. An online student survey showed overwhelming support for a fee increase for this specific purpose (87% in favor to 13% opposed). The recommendation was approved by our student fee board on March 10th and forwarded to our Board of Trustees for their approval.

Thank you for your support and leadership of higher education in Utah and for all that you do for Snow College.

Respectfully,

(See Attached Email)

Bailey Dalton, Student Body President

Schuyler Bradley, Student Body Vice President



Sarah Ramaker

DSUSA President

Gardner Student Center
225 South 700 East
St. George, UT 84770

March 9, 2017

To Whom It May Concern:

This year we conducted a very successful Student Fee Allocation process. As a committee, we investigated a number of different entities who currently received student fee funding, and then made our recommendation for the amount of fee increases this coming year as follows:

This academic year of 2016-2017, the students of Dixie State University paid \$368.00. Keeping the purpose of student fees in mind and the needs of the student body are recommending an increase of 4.9%, an additional \$18.00 in student fees per semester – a new total of \$386.00.

We understand this increase is above the first-tier tuition rate increase, however based on the knowledge I have collected with different focus groups and meetings there is a definitive need for each of these fees to be raised this coming academic year. Following the approval of the proposal to the Board of Trustees, it is my hope that this new fee be approved.

Please contact me with any additional questions or concerns,

Warm regards,

Sarah Ramaker
2016-2017 DSUSA President

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Revision of Internal Audit Policies R212, R541, R548, R550, R553, R557, R565, R567

Issue

As part of the ongoing review of Regent policies, the Commissioner's Office staff has reviewed all policies which involve internal audit activities and is seeking Board approval on proposed updates and revisions. Revisions include aligning Regent policies with state statute (updated in 2014); strengthening the Trustee audit committees involvement in institution internal activities; and reducing Regent required internal audits from six to three.

Background

Amendments to the state's *Internal Audit Act* require USHE institution's internal auditors to comply with either *Government Auditing Standards*, established by the United States' Government Accountability Office, or the *International Standards for the Professional Practice of Internal Auditors*, promulgated by the Institute of Internal Auditors. Accordingly, Regent policies addressing institution internal audit activities need to be aligned with state statute and the appropriate auditing standards. Such revisions include:

- Clarification of Trustee audit committee responsibilities for functional oversight of the institution internal audit activity (R565)
- Establishment of an internal audit charter approved by the Trustee audit committee (R567)
- Requirement for "risk-based" internal audits (R567)
- Emphasis on internal audit activity independence and objectivity (R567)

Additionally, proposed revisions would accomplish the following:

- Modify the review requirements for institution discretionary funds (R548), revenue-generating activities (R553), and motor vehicles (R557) from an annual *audit* to an annual *certification* of existing institution reports
- Moves to an *annual* audit of out-of-state travel rather than a *semi-annual* audit for presidential travel (R212)
- Adds a provision to include an annual audit of the Commissioner's out-of-state travel similar to the requirement for institution presidents (R212)
- Annually submit all Regent-required audit reports and certification reports to the Office of the Commissioner of Higher Education by January 15 (R212, R541, R548, R550, R553, and R557)
- Require audits of all institution auxiliary services at least once every five years (R550)

Commissioner's Recommendation

The Commissioner recommends the Board approve the proposed revisions to the following policies effective immediately:

- Policy R212, *Presidential Travel Oversight*,
- Policy R541, *Management and Reporting of Institutional Investments*,
- Policy R548, *Institutional Discretionary Funds Administration and Accountability*,
- Policy R550, *Auxiliary Enterprises Operation and Accountability*,
- Policy R553, *Revenue-generating Activities*,
- Policy R557, *Motor Vehicles*,
- Policy R565, *Audit Committees*, and
- Policy R567, *Internal Audit Program*

David L. Buhler
Commissioner of Higher Education

DLB/KLH/DSP
Attachments

R212, Chief Executive Officer Travel Oversight¹

R212-1. Chief Executive Officer Travel: Travel is an integral and expected part of a president's and commissioner's role. This policy gives the boards of trustees oversight of presidential travel and ensures institutions and the Office of the Commissioner of Higher Education are transparent and accountable of the use of their resources.

R212-2. Policy

2.1. Board of Trustees Oversight. Each institution shall annually submit to its board of trustees chair an itemized record of the president's out of state institution-funded travel expenses. The itemized list shall include:

- 2.1.1 Travel dates and location;
- 2.1.2 The purpose of the travel; and
- 2.1.3 Total expenses for each trip.

2.2 Presidential Travel Audit. Institutions shall annually audit out of state presidential travel and submit audit reports to manager of audit and financial services by January 15 of each year.

2.3 Commissioner Travel Audit. The Office of the Commissioner of Higher Education shall annually audit the Commissioner's out of state travel.

¹ Originally adopted September 16, 2011, Policy number (R566) amended January 25, 2013.

R212, Chief Executive Officer ~~Presidential~~ Travel Oversight¹

R212-1. ~~Presidential~~ Chief Executive Officer Travel: Travel is an integral and expected part of a president's and commissioner's role. This policy ~~provides guidance on institutional oversight delegated to~~ gives the ~~Boards~~ of ~~Trustees~~ ~~to ensure accountability on oversight of~~ presidential travel and ensures while also protecting the integrity of institutions and the Office of the Commissioner of Higher Education and the Utah System of Higher Education are transparent and accountable of the use of their resources. ~~Travel is recognized as an integral and expected part of a president's role and responsibility to an institution.~~

R212-2. Policy

~~2.1.~~ ~~Travel Review~~ Board of Trustees Oversight. ~~Review of out-of state presidential travel by a representative of the institutional governing board provides appropriate oversight of public funds.~~ Each institution shall annually submit to its board of trustees chair

~~1.1.1.~~ ~~A~~ an itemized list of detailed travel expenditures shall be reported semi-annually to the ~~Chairperson of the Board of Trustees~~ record of the president's out of state institution-funded travel expenses.

~~1.1.1.1~~ ~~Items to~~ The itemized list shall include ~~in the report are as follows:~~

~~2.1.1~~ Travel dates and location ~~of travel, date, purpose, and total expenses.;~~

~~1.1.1.2~~ ~~2.1.2~~ Trips to include in the report are those that involve expenditure of institutional resources. Trips funded by other entities need not be included. The purpose of the travel; and

~~2.1.3~~ Total expenses for each trip.

~~12.2~~ Presidential Travel ~~Audit.~~ Institutions shall annually audit out of state ~~P~~presidential travel ~~shall be audited pursuant to the normal internal audit procedures of the institution~~ and submit audit reports to manager of audit and financial services by January 15 of each year.

2.3 Commissioner Travel Audit. The Office of the Commissioner of Higher Education shall annually audit the Commissioner's out of state travel.

¹ Originally adopted September 16, 2011, Policy number (R566) amended January 25, 2013.

R541, Management and Reporting of Institutional Investments¹

R541-1. Purpose: This policy implements the State Money Management Act, the rules of the State Money Management Council, and the Uniform Prudent Management of Institutional Funds Act. This policy provides guidelines to institutions for establishing policy, process, and reporting of investments.

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
- 2.5. Regents Policy, R567-3, Internal Audit Activities Definitions

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

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 annually audit its institutional investments. Institutions shall send the completed audit report to Board of Regents Audit Manager by January 15.

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.

DRAFT

R541, Management and Reporting of Institutional Investments¹

R541-1. Purpose: ~~To provide for the implementation of~~ This policy implements 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~~ This policy provides guidelines to institutions for establishing 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
- 2.5. [Regents Policy, R567-3, Internal Audit Activities Definitions](#)

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:

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.

5.2.1. 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

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~~ annually audit ~~of its annual report~~ institutional investments. Institutions shall send the completed audit report to Board of Regents Audit Manager by January 15. ~~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.

R548, Institutional Discretionary Funds Administration and Accountability¹

R548-1. Purpose: To provide policy for the use and administration of Institutional Discretionary Funds as defined herein, and accountability procedures for the use of such funds.

R543-2. References

- 2.1. Utah Code §53B-7-101(9) (Each Institution Handles Financial Affairs Under General Supervision of the Board)
- 2.2 Board of Regents Policy R567-3, Internal Audit Activities, Definitions

R548-3. Definitions

3.1. Institutional Discretionary Funds: Funds available for expenditure or transfer at the direction of the president of the institution, generated from one or both of the following sources:

3.1.1. Investment Income: Earnings resulting from the investment of cash balances in the Education and General Current Funds, and earnings resulting from the investment of other funds, including Quasi-endowment Funds, when applied for expenditure or transfer through the education and general budget.

3.1.2. Unrestricted Gifts and Grants: Gift and grant funds which are not restricted by the source to specific purposes, and are deposited in the Education and General Current Fund for expenditure or transfer.

R548-4. Policy

4.1. Board and Board of Trustees Authorizations: All Institutional Discretionary Funds shall be used for purposes authorized by the Board; expenditures shall be in accordance with budgets approved by the institutional Board of Trustees; expenditures for individual construction, remodeling and landscaping projects costing \$50,000 or more of discretionary funds shall be specifically approved by the institutional Boards of Trustees; and actual, budgeted and projected revenues and expenditures of these funds shall be reported for Regents review as part of the annual appropriated operating budget process. All authorizations and approvals required by this section shall be obtained in advance of the relevant institutional activity.

4.2. Authorized Uses of the Funds: Except as may be prohibited by statute or legislative intent language, or by action of the Board, Institutional Discretionary Funds may be expended directly within Education and General current funds for the following purposes:

- 4.2.1. Enrichment of institutional academic programs.
- 4.2.2. Enrichment of institutional cultural programs.
- 4.2.3. Scholarships, Fellowships, and Student Aid.

¹ Adopted May 15, 1984; replaced June 24, 1988, amended June 18, 1993, October 31, 2003 and July 28, 2006.

- 4.2.4. Faculty development and recognition.
- 4.2.5. Campus development and landscaping, including maintenance and remodeling projects.
- 4.2.6. Seed money for program grants and contracts.
- 4.2.7. Fund raising and institutional development activities.
- 4.2.8. Supplemental library support, including acquisitions, operations, and investments in process improvements.
- 4.2.9. Acquisition of academic and support equipment.
- 4.2.10. Other Education and General current operating support.
- 4.3. **Transfer:** Institutional Discretionary Funds also may be transferred to other funds of the institution, as follows:
 - 4.3.1. to Loan Funds, for use in supporting student loans.
 - 4.3.2. to Plant Funds, for use in supporting capital facilities development and improvement projects.
 - 4.3.3. to Intercollegiate Athletics, for use in supporting the athletics programs.
 - 4.3.4. to other Auxiliary Enterprises, to supplement revenues directly received from operations and dedicated fees.
 - 4.3.5. to institutional quasi-endowment funds, as additions to invested quasi-endowment fund balances.
 - 4.3.6. to other funds with prior approval of the Board of Regents.
- 4.4. **General Priority Guideline:** As a general rule, Institutional Discretionary Funds should be applied as a first priority to support of current Education and General or Auxiliary Enterprises expenditures. Decisions to apply the funds toward major capital projects should be considered very carefully by institutional administrations and institutional boards of trustees.
- 4.5. **Specific Responsibilities**
 - 4.5.1. The Commissioner will provide forms and instructions for annual reporting of actual expenditures of Institutional Discretionary Funds for the most recent fiscal year, budgeted expenditures (based on estimated receipts) for the current fiscal year, and preliminary estimates of receipts and uses of the funds for the budget request year, as part of the annual appropriated operating budget process. The Commissioner will provide an analytical report of the required information each Fall, for review by the Board of Regents, and such other reports as the Board may request between annual reports.
 - 4.5.2. Each president is responsible to ensure that the proposed budgets and reports of actual expenditures are submitted for timely review by the institutional Board of Trustees prior to submission in the annual budget process, and that all construction, remodeling and landscaping

projects requiring \$50,000 or more of Institutional Discretionary Funds are submitted in advance for approval by the institutional Board of Trustees.

4.5.3. Institutional Boards of Trustees are responsible for institutional compliance with the policy.

4.6. **Annual Certification of Discretionary Fund Expenditures:** Institution internal auditors shall annually certify the accuracy of the institution's report of actual sources and uses of Institutional Discretionary Funds

4.6.1 The annual certification shall include the auditor's opinion concerning the fairness of presentation in accordance with generally accepted auditing standards for reporting on prescribed format statements and the institution's compliance with this policy.

4.6.2 Institutions shall submit the certification report to the Board of Regents Audit Manager by January 15.

R548, Institutional Discretionary Funds Administration and Accountability¹

R548-1. Purpose: To provide policy for the use and administration of Institutional Discretionary Funds as defined herein, and accountability procedures for the use of such funds.

R543-2. References

2.1. Utah Code [§53B-7-101\(9\)](#) (Each Institution Handles Financial Affairs Under General Supervision of the Board)

[2.2 Board of Regents Policy R567-3, Internal Audit Activities, Definitions](#)

R548-3. Definitions

3.1. **Institutional Discretionary Funds:** Funds available for expenditure or transfer at the direction of the president of the institution, generated from one or both of the following sources:

3.1.1. **Investment Income:** Earnings resulting from the investment of cash balances in the Education and General Current Funds, and earnings resulting from the investment of other funds, including Quasi-endowment Funds, when applied for expenditure or transfer through the education and general budget.

3.1.2. **Unrestricted Gifts and Grants:** Gift and grant funds which are not restricted by the source to specific purposes, and are deposited in the Education and General Current Fund for expenditure or transfer.

R548-4. Policy

4.1. **Board and Board of Trustees Authorizations:** All Institutional Discretionary Funds shall be used for purposes authorized by the Board; expenditures shall be in accordance with budgets approved by the institutional Board of Trustees; expenditures for individual construction, remodeling and landscaping projects costing \$50,000 or more of discretionary funds shall be specifically approved by the institutional Boards of Trustees; and actual, budgeted and projected revenues and expenditures of these funds shall be reported for Regents review as part of the annual appropriated operating budget process. All authorizations and approvals required by this section shall be obtained in advance of the relevant institutional activity.

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 - 4.3.1. to Loan Funds, for use in supporting student loans.
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 - 4.3.3. to Intercollegiate Athletics, for use in supporting the athletics programs.
 - 4.3.4. to other Auxiliary Enterprises, to supplement revenues directly received from operations and dedicated fees.
 - 4.3.5. to institutional quasi-endowment funds, as additions to invested quasi-endowment fund balances.
 - 4.3.6. to other funds with prior approval of the Board of Regents.
- 4.4. **General Priority Guideline:** As a general rule, Institutional Discretionary Funds should be applied as a first priority to support of current Education and General or Auxiliary Enterprises expenditures. Decisions to apply the funds toward major capital projects should be considered very carefully by institutional administrations and institutional boards of trustees.
- 4.5. **Specific Responsibilities**
 - 4.5.1. The Commissioner will provide forms and instructions for annual reporting of actual expenditures of Institutional Discretionary Funds for the most recent fiscal year, budgeted expenditures (based on estimated receipts) for the current fiscal year, and preliminary estimates of receipts and uses of the funds for the budget request year, as part of the annual appropriated operating budget process. The Commissioner will provide an analytical report of the required information each Fall, for review by the Board of Regents, and such other reports as the Board may request between annual reports.
 - 4.5.2. Each president is responsible to ensure that the proposed budgets and reports of actual expenditures are submitted for timely review by the institutional Board of Trustees prior to submission in the annual budget process, and that all construction, remodeling and landscaping

projects requiring \$50,000 or more of Institutional Discretionary Funds are submitted in advance for approval by the institutional Board of Trustees.

4.5.3. Institutional Boards of Trustees are responsible for institutional compliance with the policy.

4.6. **Annual Certification Audits of Discretionary Fund Expenditures:** ~~Annually, each institution's~~ Institution internal auditors shall annually certify the accuracy of the institution's report of actual sources and uses of Institutional Discretionary Funds ~~will be audited. Each institution's chief executive officer shall arrange for the audit, conducted by either the resident auditors or the Regents' audit staff.~~

4.6.1 The annual ~~audit reports will~~ certification shall include the auditor's opinion concerning: ~~(a) the~~ fairness of presentation in accordance with generally accepted auditing standards for reporting on prescribed format statements; and ~~(b)~~ the institution's compliance with this policy.

4.6.2 Institutions shall submit the certification report to the Board of Regents Audit Manager by January 15.

R550, Auxiliary Enterprises Operation and Accountability¹

R550-1. Purpose: To designate which services are auxiliary enterprises and establish reporting and accountability requirements for such auxiliary enterprises.

R550-2. 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. Regents Policy R555, Providing Facilities, Goods and Services in Competition with Private Enterprise.
- 2.4. Regents Policy R567-3, Internal Audit Activities, Definitions

R550-3. Definitions

- 3.1. **Auxiliary Enterprises:** Business enterprises or other support activities (as distinguished from primary programs of instruction, research, and public service, and from organized activities and intercollegiate athletics) the primary purpose of which is to provide specified services to students, faculty, staff or guests of the institution. All housing, food service, and college store activities in any institution are to be classified and managed as auxiliary enterprises. Other activities which serve primarily individuals (as distinguished from internal departments of the institution) and operate on an essentially self-supporting basis, also should be classified and managed as auxiliary enterprises.
- 3.2. **Essentially Self-Supporting:** Means receiving revenues (fees for services, sales, dedicated general fees, contributions, and investment income) to cover all or most of the direct and indirect operating expenses, assignable indirect costs, debt service and capital expenditures for the activity.

R550-4. General Policy

- 4.1. **Support to Education, Research and Public Service:** Auxiliary enterprises are operated as essential elements in support of the education, research and public service programs of the institutions. They are to be operated at a level of quality sufficient to support the objectives of the primary programs. Direct charges for services are to be sufficient to enable the auxiliary enterprises to operate on an essentially self-supporting basis whenever possible. Services provided by auxiliary enterprises may be incidentally available to members of the general public but are not to be marketed to the general public or outside organizations unless those services qualify as an exception under section 4 of the Regents policy R555, Providing Facilities, Goods and Services in Competition with Private Enterprise. All auxiliary enterprise organizations are required to comply with R555.
- 4.2. **Limitations of R555:** The Board recognizes that Policy R555 limits the ability of institutional auxiliary enterprises such as campus stores and food services to generate revenue from outside sources and therefore maximize revenues or to minimize charges to institutional users. In recognition of this

¹ Adopted November 14, 1986; amended January 24, 1997, March 18, 2005 and January 24, 2014.

limitation, institutions which cannot reach a total self-support level for designated auxiliary enterprise activities are permitted to provide subsidies from institutional discretionary funds or, if necessary, from other education and general funds, subject to the accounting requirements set forth below.

R550-5. Designation of Activities to be Operated as Auxiliary Enterprises

5.1. Criteria for Designation: In addition to the core activities of housing, food services, and college or university stores, institutions should propose for designation as auxiliary enterprises any other activities which meet the definitions provided above. However, the fact that an organized activity receives significant direct income is not in itself a reason for auxiliary enterprises designation unless the activity also serves primarily students, faculty, or staff members.

5.2. Designated Auxiliary Enterprises, by Institution: In some instances, auxiliary enterprises may have been outsourced to private companies. For the purpose of this policy, the outsourced enterprises are included as well.

University of Utah

Campus Store(s) -
Food Services
Contract Administration
Housing and Residential Education, and University Student Apartments)
Student Center (A. Ray Olpin University Union)
University Guesthouse
Commuter Services (Parking and Transportation)
Jon M. Huntsman Center (Special Events Center)
Rice Eccles Stadium
Student Health Services
Student Life Center

Utah State University

Campus Store(s)
Student Health Services
Housing
Parking Services
Food Services
University Inn
Student Center

Weber State University

Campus Store(s)
Student Center
Food Services
Housing
Student Health Services

Southern Utah University

Campus Store(s)
Student Center
Food Services
Housing

Snow College

Campus Store(s)
Sevier Valley Center
Food Services
Housing

Dixie State University

Campus Store(s)
Student Center
Food Services
Housing

Utah Valley University

Campus Store(s)
Student Center
Food Services
Student Life and Wellness Center

Salt Lake Community College

Campus Store(s)
Student Center
Food Services

R550-6. Principles of Operation

6.1. Management: Except as may be in conflict with any provisions of this policy, institutional auxiliary enterprises are to be operated in accordance with overall management principles set forth in Chapter 3.2 of College and University Business Administration (National Association of College and University Business Officers, Washington, D.C., 1982). Institutions are expected to employ professional management for their auxiliary enterprise activities, and to provide administrative, accounting and financial management oversight of each auxiliary enterprise, through one or more senior officers designated by the President.

6.2. Working Capital: In order to render adequate service, auxiliary enterprises should have a solid financial base that includes sufficient reserves. Each auxiliary enterprise which involves sale of goods and services should have adequate working capital to support accounts receivable and necessary inventories of goods and supplies. (Where this policy conflicts with existing bond covenants, the bond covenants shall prevail.) Renewal and replacement funds for all auxiliary enterprises should be accumulated in amounts sufficient to provide for major equipment repair and replacement as well as refurbishment, renewal and replacement of physical facilities. Auxiliary enterprises are not, however, expected to accumulate fund balances in excess of requirements for working capital, renewals and replacements, and debt service. Subsidies from outside funds and then charges to users should be adjusted downward if an enterprise produces revenues in excess of this requirement.

6.3. Physical Plant Operations and Financial Accounting Services: Auxiliary enterprises budgets are to include costs of physical plant operations and accounting services directly chargeable to their operations. The cost of these support services may either be budgeted directly in the operations of the auxiliary enterprises, or budgeted as payments to the education and general departments or service enterprises providing the support services.

6.4. Charges for Other Indirect Costs: In addition to direct charges for support costs, under 6.3, auxiliary enterprises are to be charged for an appropriate share of other administrative support costs of the institution.

6.5. Level of Prices and Charges: Appropriate fees shall be charged to users of the auxiliary enterprises, including academic or administrative departments. To the extent reasonably possible, selling prices, rents, fees, admissions and other charges by each auxiliary enterprise are to be set at a level adequate to support the operating and reserve requirements of the enterprise.

R550-7. Accounting and Audit Requirements

7.1. Accounting Requirements: Each auxiliary enterprise is to use accounting systems appropriate to the type of business of program operated. Accounts for each auxiliary enterprises are to include all revenues, expenditures, and transfers relating to the enterprise, including interest on loans from other institutional or outside sources and expenditures or indirect charges for operation and maintenance of physical plant and financial accounting services and for other administrative support costs. Mandatory and non mandatory transfers out are to be specifically identified, as are all loans and all transfers in from other auxiliary enterprises and from institutional discretionary funds, other education and general funds, or other funds of the institution.

7.2. Auxiliary Enterprises Reports in the Annual Budget Process: A report of auxiliary enterprises operations, covering the completed actual year and the current budget year, is to be provided annually by each institution, as part of the regular Board of Regents budget process. The report, on forms or in a format provided by the Commissioner, is to include as a minimum, for each designated auxiliary enterprise and for the institutional auxiliary enterprises in total, the following information: (1) appropriate detail on revenues (e.g., sales and services, student fees, other income) and expenditures (e.g., costs of goods sold, direct operating expenses, charges for indirect costs); (2) identification of each specific source and amount of transfers in; (3) identification of each specific amount and recipient of transfers out; and (4) Details of any outstanding loans other than bonded indebtedness. (Bonded indebtedness is disclosed in the institution's audited financial statements.)

7.3. Audits of Auxiliary Enterprises: Institutions shall audit all auxiliary enterprises at least once every five years. An institution's internal audit unit may request assistance from the Board of Regents Audit Manager. Institutions shall send completed audit reports during the calendar year to the manager of audit and financial services by January 15.

7.4. Annual Review of Financial Condition of Auxiliary Enterprises: The Associate Commissioner for Budget and Finance will prepare an analysis of the financial condition of auxiliary enterprises at each institution prior to January of each year, using reports submitted in the annual budget process pursuant to paragraph 7.2. The report will be submitted for review by the Finance and Facilities Committee, which may direct follow-up action and reports in any case where the financial condition of individual auxiliary enterprises, or institutional auxiliary enterprises in total, is not satisfactory.

R550-8. Oversight by institutional Board of Trustees

8.1. Review Reports and Audits, Monitor Services: Boards of Trustees shall review the institution's auxiliary enterprises annual reports prepared pursuant to Section 7.2, and periodic internal audits prepared pursuant to Section 7.3. Boards of trustees shall monitor the institution's management of auxiliary enterprises and the quality of the auxiliary services.

R550, Auxiliary Enterprises Operation and Accountability¹

R550-1. Purpose: To ~~provide for institutional operation of auxiliary enterprises, identification of activities operated as auxiliary enterprises at each institution, and~~ designate which services are auxiliary enterprises and establish reporting and accountability requirements for such auxiliary enterprises.

R550-2. 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. Regents Policy ~~and Procedures~~ R555, Providing Facilities, Goods and Services in Competition with Private Enterprise.
- 2.4. Regents Policy R567-3, Internal Audit Activities, Definitions

R550-3. Definitions

- 3.1. **Auxiliary Enterprises:** Business enterprises or other support activities (as distinguished from primary programs of instruction, research, and public service, and from organized activities and intercollegiate athletics) the primary purpose of which is to provide specified services to students, faculty, staff or guests of the institution. All housing, food service, and college store activities in any institution are to be classified and managed as auxiliary enterprises. Other activities which serve primarily individuals (as distinguished from internal departments of the institution) and operate on an essentially self-supporting basis, also should be classified and managed as auxiliary enterprises.
- 3.2. **Essentially Self-Supporting:** Means receiving revenues (fees for services, sales, dedicated general fees, contributions, and investment income) to cover all or most of the direct and indirect operating expenses, assignable indirect costs, debt service and capital expenditures for the activity.

R550-4. General Policy

- 4.1. **Support to Education, Research and Public Service:** Auxiliary enterprises are operated as essential elements in support of the education, research and public service programs of the institutions. They are to be operated at a level of quality sufficient to support the objectives of the primary programs. Direct charges for services are to be sufficient to enable the auxiliary enterprises to operate on an essentially self-supporting basis whenever possible. Services provided by auxiliary enterprises may be incidentally available to members of the general public but are not to be marketed to the general public or outside organizations unless those services qualify as an exception under section 4 of the Regents policy R555, Providing Facilities, Goods and Services in Competition with Private Enterprise. All auxiliary enterprise organizations are required to comply with R555.
- 4.2. **Limitations of R555:** The Board recognizes that Policy R555 limits the ability of institutional auxiliary enterprises such as campus stores and food services to generate revenue from outside sources

¹ Adopted November 14, 1986; amended January 24, 1997, March 18, 2005 and January 24, 2014.

and therefore maximize revenues or to minimize charges to institutional users. In recognition of this limitation, institutions which cannot reach a total self-support level for designated auxiliary enterprise activities are permitted to provide subsidies from institutional discretionary funds or, if necessary, from other education and general funds, subject to the accounting requirements set forth below.

R550-5. Designation of Activities to be Operated as Auxiliary Enterprises

5.1. Criteria for Designation: In addition to the core activities of housing, food services, and college or university stores, institutions should propose for designation as auxiliary enterprises any other activities which meet the definitions provided above. However, the fact that an organized activity receives significant direct income is not in itself a reason for auxiliary enterprises designation unless the activity also serves primarily students, faculty, or staff members.

5.2. Designated Auxiliary Enterprises, by Institution: In some instances, auxiliary enterprises may have been outsourced to private companies. For the purpose of this policy, the outsourced enterprises are included as well.

University of Utah

Campus Store(s) -
Food Services
Contract Administration
Housing and Residential Education, and University Student Apartments)
Student Center (A. Ray Olpin University Union)
University Guesthouse
Commuter Services (Parking and Transportation)
Jon M. Huntsman Center (Special Events Center)
Rice Eccles Stadium
Student Health Services
Student Life Center

Utah State University

Campus Store(s)
Student Health Services
Housing
Parking Services Terrace
Food Services
University Inn ~~and Conference Center~~
Student Center

Weber State University

Campus Store(s)
Student Center
Food Services
Housing
Student Health Services

Southern Utah University

Campus Store(s)
Student Center
Food Services
Housing

Snow College

Campus Store(s)

~~Student Center~~

Sevier Valley Center

Food Services

Housing

Dixie State University

Campus Store(s)

Student Center

Food Services

Housing

Utah Valley University

Campus Store(s)

Student Center

Food Services

Student Life and Wellness Center

Salt Lake Community College

Campus Store(s)

Student Center

Food Services

R550-6. Principles of Operation

6.1. Management: Except as may be in conflict with any provisions of this policy, institutional auxiliary enterprises are to be operated in accordance with overall management principles set forth in Chapter 3.2 of College and University Business Administration (National Association of College and University Business Officers, Washington, D.C., 1982). Institutions are expected to employ professional management for their auxiliary enterprise activities, and to provide administrative, accounting and financial management oversight of each auxiliary enterprise, through one or more senior officers designated by the President.

6.2. Working Capital: In order to render adequate service, auxiliary enterprises should have a solid financial base that includes sufficient reserves. Each auxiliary enterprise which involves sale of goods and services should have adequate working capital to support accounts receivable and necessary inventories of goods and supplies. (Where this policy conflicts with existing bond covenants, the bond covenants shall prevail.) Renewal and replacement funds for all auxiliary enterprises should be accumulated in amounts sufficient to provide for major equipment repair and replacement as well as refurbishment, renewal and replacement of physical facilities. Auxiliary enterprises are not, however, expected to accumulate fund balances in excess of requirements for working capital, renewals and replacements, and debt service. Subsidies from outside funds and then charges to users should be adjusted downward if an enterprise produces revenues in excess of this requirement.

6.3. Physical Plant Operations and Financial Accounting Services: Auxiliary enterprises budgets are to include costs of physical plant operations and accounting services directly chargeable to their operations. The cost of these support services may either be budgeted directly in the operations of the auxiliary enterprises, or budgeted as payments to the education and general departments or service enterprises providing the support services.

6.4. Charges for Other Indirect Costs: In addition to direct charges for support costs, under 6.3, auxiliary enterprises are to be charged for an appropriate share of other administrative support costs of the institution.

6.5. Level of Prices and Charges: Appropriate fees shall be charged to users of the auxiliary enterprises, including academic or administrative departments. To the extent reasonably possible, selling prices, rents, fees, admissions and other charges by each auxiliary enterprise are to be set at a level adequate to support the operating and reserve requirements of the enterprise.

R550-7. Accounting and Audit Requirements

7.1. Accounting Requirements: Each auxiliary enterprise is to use accounting systems appropriate to the type of business of program operated. Accounts for each auxiliary enterprises are to include all revenues, expenditures, and transfers relating to the enterprise, including interest on loans from other institutional or outside sources and expenditures or indirect charges for operation and maintenance of physical plant and financial accounting services and for other administrative support costs. Mandatory and non mandatory transfers out are to be specifically identified, as are all loans and all transfers in from other auxiliary enterprises and from institutional discretionary funds, other education and general funds, or other funds of the institution.

7.2. Auxiliary Enterprises Reports in the Annual Budget Process: A report of auxiliary enterprises operations, covering the completed actual year and the current budget year, is to be provided annually by each institution, as part of the regular Board of Regents budget process. The report, on forms or in a format provided by the Commissioner, is to include as a minimum, for each designated auxiliary enterprise and for the institutional auxiliary enterprises in total, the following information: (1) appropriate detail on revenues (e.g., sales and services, student fees, other income) and expenditures (e.g., costs of goods sold, direct operating expenses, charges for indirect costs); (2) identification of each specific source and amount of transfers in; (3) identification of each specific amount and recipient of transfers out; and (4) Details of any outstanding loans other than bonded indebtedness. (Bonded indebtedness is disclosed in the institution's audited financial statements.)

7.3. Audits of Auxiliary Enterprises: ~~Institutions shall~~ Internal audits of all auxiliary enterprises are to be made at appropriate intervals, as determined by the Board of Trustees and institutional administrators at least once every five years. Each institution's chief executive officer shall arrange for these audits, conducted by either the resident auditors or the Regents' audit staff. An institution's internal audit unit may request assistance from the Board of Regents Audit Manager. Each audit report will include the auditor's opinion regarding: (1) fairness of presentation of the most recent annual reports, in accordance with generally accepted auditing standards for reporting on prescribed format statements; and (2) the institution's compliance with this policy. Institutions shall send completed audit reports during the calendar year to the manager of audit and financial services by January 15.

7.4. Annual Review of Financial Condition of Auxiliary Enterprises: The Associate Commissioner for Budget and Finance will prepare an analysis of the financial condition of auxiliary enterprises at each institution prior to January of each year, using reports submitted in the annual budget process pursuant to paragraph 7.2. The report will be submitted for review by the Finance and Facilities Committee, which may direct follow-up action and reports in any case where the financial condition of individual auxiliary enterprises, or institutional auxiliary enterprises in total, is not satisfactory.

R550-8. Oversight by institutional Board of Trustees

8.1. Review Reports and Audits, Monitor Services: ~~The institutional~~ Board^s of Trustees ~~of each institution is responsible to~~ shall review the institution's auxiliary enterprises annual reports prepared pursuant to Section 7.2, and periodic internal audits prepared pursuant to Section 7.3. ~~b~~^BBoards of trustees ~~also are responsible for monitoring~~ shall monitor both the institution's management of auxiliary enterprises and the quality of the auxiliary services ~~provided by the institution's auxiliary enterprises.~~

DRAFT

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 Regents Policy R550, Auxiliary Enterprises Operation and Accountability
- 2.4 Regents Policy R565-3, Internal Audit Activities, Definitions

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

¹ Approved January 22, 2016

deposit the portion of the fees that contribute to operations and maintenance costs into the physical plant operations budget from which the costs originated.

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

4.3 Annual Fee Schedule Certification annually certify they have complied with this policy and submit their fee schedules to the Board of Regents Audit Manger by January 15.

DRAFT

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 [Regents Policy and Procedures](#) R550, Auxiliary Enterprises Operation and Accountability
- 2.4 [Regents Policy R565-3, Internal Audit Activities, Definitions](#)

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 - 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.
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R553-4. Policy

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¹ Approved January 22, 2016

deposit the portion of the fees that contribute to operations and maintenance costs into the physical plant operations budget from which the costs originated.

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

- 4.3 **Annual Fee Schedule Certification** ~~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~~ annually certify they have complied with this policy and submit their fee schedules to the Board of Regents Audit Manager by January 15. ~~Each institution's audit director shall conduct the audit using either the resident auditors or the Regents' audit staff.~~

DRAFT

R557-1. Purpose: To provide guidelines and oversight for the purchase, maintenance and use of vehicles at the institutions.

R557-2. References

- 2.1. Utah Code §41-1a-407 (Use of "EX" Plates by Political Subdivisions or State)
- 2.2. Utah Code §63A, Chapter 9 (Division of Fleet Operations and Administration of State Vehicles)
- 2.3. Utah Code §63G-6 (Utah Procurement Code)
- 2.4. Regents Policy and Procedures R205, Presidential Appointment, Term of Office, and Compensation and Benefits
- 2.5. Regents Policy R555, Providing Facilities, Goods and Services in Competition with the Private Sector
- 2.6. Regents Policy R556, Transportation in Campus Vehicles
- 2.7. Regents Policy R558, Surplus Property
- 2.8. Regents Policy R567-3, Internal Audit Activities, Definitions

R557-3. Definitions

- 3.1. **Motor Pool Fleet:** The motor pool fleet is comprised of all vehicles owned or leased by the institution and maintained in a pool for daily and monthly use by departments and employees of the institution.
- 3.2. **Vehicle Fleet:** The vehicle fleet is comprised of all licensed vehicles owned or leased by the institution, including the motor pool fleet.
- 3.3. **Service Enterprises:** Service enterprises are operations within the institution established by the institution to provide services to departments and employees of the institution. Fees are set at a level adequate to support projected operating requirements without generating excess revenues.
- 3.4. **Commute:** Commute means travel between and employee's home and place of work more often than five times per month. Commute includes travel to any work site closer to any employee's home than the principal place of assignment.
- 3.5. **Employee:** Employee means any person who is paid by the institution or is acting as an agent of the institution in a volunteer position or as a student.
- 3.6. **Incidental Personal Use:** Use of a vehicle to obtain meals and lodging in connection with an authorized business trip.

¹ Approved November 3, 1995, amended to conform with Title 63A, Chapter 9, effective March 12, 1997. Amended March 18, 2005.

R557-4. Policy

4.1. Ownership and Control of Vehicle Fleets: Each institution shall monitor and control its vehicle fleet. The institution shall:

- 4.1.1. employ professional management for its fleet;
- 4.1.2. operate the motor pool fleet as a service enterprise;
- 4.1.3. monitor the utilization of fleet vehicles and analyze and evaluate the optimal size of the fleet;
- 4.1.4. before any new or replacement vehicle is purchased, review both the overall need for the vehicle pursuant to 4.1.3 and a cost-benefit analysis of entering into a long-term lease versus vehicle purchase;
- 4.1.5. comply with §63G-6, Utah Code Annotated (State Procurement Code) in the purchase of all vehicles;
- 4.1.6. evaluate the need for and cost of departmentally owned vehicles versus vehicles included in the motor pool fleet; and
- 4.1.7. dispose of vehicles in accordance with R558, Surplus Property.

4.2. Marking of Vehicles and "EX" Plates: In accordance with Utah Code §63A-9-601, all vehicles in the fleet shall be marked and have "EX" plates, unless exempted under that section or Utah Code §41-1a-407.

4.3. Commute Policies: Commute privileges should be authorized only where it is determined to benefit the institution. Institutions shall establish commute policies to provide:

- 4.3.1. authorization criteria for the use of vehicles for commuting;
- 4.3.2. disciplinary procedures and sanctions for unauthorized commuting; and
- 4.3.3. accounting guidelines for maintaining proper records of the taxable benefit to the employee of commuting in an institutional vehicle.

4.4. Maintenance and Safe Use of Vehicles: Institutions shall establish policies governing the maintenance and safe use of the vehicle fleet by departments and employees. These policies shall provide:

- 4.4.1. for compliance with guidelines established by the Office of Risk Management in connection with providing vehicle insurance to the institution; and
- 4.4.2. for employee reporting of vehicles involved in accidents and traffic violations, for compliance with seat belt laws, alcohol and drug regulations and other traffic laws.

4.5. Use of Vehicles: Fleet vehicles shall only be used for official institutional business purposes, except when:

- 4.5.1. personal use has been authorized for the President in compliance with Board policy;
- 4.5.2. commute privileges have been authorized pursuant to section 4.3; or
- 4.5.3. non-incidental personal use has been specifically authorized by the President and reported to the institutional Board of Trustees.

4.6. Vehicle Fleet Use Restricted by Board Policies: Institutions shall comply with Board policies relating to vehicle use such as R555, Providing Facilities, Goods and Services in Competition with Private Enterprise, and R556, Transportation in Campus Vehicles.

4.7. Annual report: Institutions shall write and submit an annual vehicle fleet report to the Division of Fleet Operations. The report shall include:

- 4.7.1. the number of vehicles in the vehicle fleet, a description of each vehicle owned or leased, including the license number, year, make, and model of the vehicle, and the person and administrative unit within the institution to whom each vehicle is assigned;
- 4.7.2. other information requested by the Division of Administrative Services in compliance with Utah Code §63A-9-402; and
- 4.7.3. the number and names of employees with authorized commute privileges, with authorized personal use privileges, and who drive unmarked vehicles.
- 4.7.4. The annual motor pool fleet report shall be part of the regular budget process and shall include:
 - 4.7.4.1. revenues and expenditures;
 - 4.7.4.2. rates and charges for vehicle use;
 - 4.7.4.3. vehicle utilization rates, and
 - 4.7.4.3. other pertinent information about the operations of motor pool fleet.

4.8. Certification and Reporting Requirements: Institutions shall annually certify the accuracy of the vehicle fleet report and shall submit the certification to the Board of Regents Manager of Audit by January 15.

4.9. Oversight by Board of Trustees: The Board of Trustees of each institution shall review the institution's annual vehicle fleet reports and periodic internal audits prepared pursuant to Sections 4.7 and 4.8. The Board of Trustees shall monitor how the institution manages and uses vehicle fleets.

R557-1. Purpose: To provide guidelines and oversight for the purchase, maintenance and use of vehicles at the institutions.

R557-2. References

- 2.1. Utah Code [§41-1a-407](#) (Use of "EX" Plates by Political Subdivisions or State)
- 2.2. Utah Code [§63A, Chapter 9](#) (Division of Fleet Operations and Administration of State Vehicles)
- 2.3. Utah Code [§63G-6](#) (Utah Procurement Code)
- 2.4. [Regents Policy and Procedures R205](#), Presidential Appointment, Term of Office, and Compensation and Benefits
- 2.5. [Regents Policy and Procedures R555](#), Providing Facilities, Goods and Services in Competition with the Private Sector
- 2.6. [Regents Policy and Procedures R556](#), Transportation in Campus Vehicles
- 2.7. [Regents Policy and Procedures R558](#), Surplus Property
- [2.8. Regents Policy R567-3, Internal Audit Activities, Definitions](#)

R557-3. Definitions

- 3.1. **Motor Pool Fleet:** The motor pool fleet is comprised of all vehicles owned or leased by the institution and maintained in a pool for daily and monthly use by departments and employees of the institution.
- 3.2. **Vehicle Fleet:** The vehicle fleet is comprised of all licensed vehicles owned or leased by the institution, including the motor pool fleet.
- 3.3. **Service Enterprises:** Service enterprises are operations within the institution established by the institution to provide services to departments and employees of the institution. Fees are set at a level adequate to support projected operating requirements without generating excess revenues.
- 3.4. **Commute:** Commute means travel between and employee's home and place of work more often than five times per month. Commute includes travel to any work site closer to any employee's home than the principal place of assignment.
- 3.5. **Employee:** Employee means any person who is paid by the institution or is acting as an agent of the institution in a volunteer position or as a student.
- 3.6. **Incidental Personal Use:** Use of a vehicle to obtain meals and lodging in connection with an authorized business trip.

¹ Approved November 3, 1995, amended to conform with Title 63A, Chapter 9, effective March 12, 1997. Amended March 18, 2005.

R557-4. Policy

4.1. Ownership and Control of Vehicle Fleets: Each institution shall monitor and control its vehicle fleet. The institution shall:

- 4.1.1. employ professional management for its fleet;
- 4.1.2. operate the motor pool fleet as a service enterprise;
- 4.1.3. monitor the utilization of fleet vehicles and analyze and evaluate the optimal size of the fleet;
- 4.1.4. before any new or replacement vehicle is purchased, review both the overall need for the vehicle pursuant to 4.1.3 and a cost-benefit analysis of entering into a long-term lease versus vehicle purchase;
- 4.1.5. comply with §63G-6, Utah Code Annotated (State Procurement Code) in the purchase of all vehicles;
- 4.1.6. evaluate the need for and cost of departmentally owned vehicles versus vehicles included in the motor pool fleet; and
- 4.1.7. dispose of vehicles in accordance with R558, Surplus Property.

4.2. Marking of Vehicles and "EX" Plates: In accordance with Utah Code §63A-9-601, all vehicles in the fleet shall be marked and have "EX" plates, unless exempted under that section or Utah Code §41-1a-407.

4.3. Commute Policies: Commute privileges should be authorized only where it is determined to benefit the institution. Institutions shall establish commute policies to provide:

- 4.3.1. authorization criteria for the use of vehicles for commuting;
- 4.3.2. disciplinary procedures and sanctions for unauthorized commuting; and
- 4.3.3. accounting guidelines for maintaining proper records of the taxable benefit to the employee of commuting in an institutional vehicle.

4.4. Maintenance and Safe Use of Vehicles: Institutions shall establish policies governing the maintenance and safe use of the vehicle fleet by departments and employees. These policies shall provide:

- 4.4.1. for compliance with guidelines established by the Office of Risk Management in connection with providing vehicle insurance to the institution; and
- 4.4.2. for employee reporting of vehicles involved in accidents and traffic violations, for compliance with seat belt laws, alcohol and drug regulations and other traffic laws.

4.5. Use of Vehicles: Fleet vehicles shall only be used for official institutional business purposes, except when:

- 4.5.1. personal use has been authorized for the President in compliance with Board policy;
- 4.5.2. commute privileges have been authorized pursuant to section 4.3; or
- 4.5.3. non-incident personal use has been specifically authorized by the President and reported to the institutional Board of Trustees.

4.6. Vehicle Fleet Use Restricted by Board Policies: Institutions shall comply with Board policies relating to vehicle use such as R555, Providing Facilities, Goods and Services in Competition with Private Enterprise, and R556, Transportation in Campus Vehicles.

4.7. Annual report: Institutions shall write and submit an annual vehicle fleet report to the Division of Fleet Operations. The report shall include:

4.7.1. the number of vehicles in the vehicle fleet, a description of each vehicle owned or leased, including the license number, year, make, and model of the vehicle, and the person and administrative unit within the institution to whom each vehicle is assigned;

4.7.2. other information requested by the Division of Administrative Services in compliance with Utah Code §63A-9-402; and

4.7.3. the number and names of employees with authorized commute privileges, with authorized personal use privileges, and who drive unmarked vehicles.

4.7.4. The annual motor pool fleet report shall be part of the regular budget process and shall include:

4.7.4.1. revenues and expenditures;

4.7.4.2. rates and charges for vehicle use;

4.7.4.3. vehicle utilization rates, and

4.7.4.3. other pertinent information about the operations of motor pool fleet.

4.78. Certification Audit and Reporting Requirements: ~~Internal audits of all vehicle fleets are to be made at appropriate intervals, as determined by the Board of Trustees and institutional administrators. Each institution's chief executive officer shall arrange for these audits, conducted by either the resident auditors or the Regents' audit staff. Each audit report will include the auditor's opinion regarding: (1) fairness of presentation of the most recent annual reports, in accordance with generally accepted auditing standards for reporting on prescribed format statements; and (2) the institution's compliance with this policy. Each institution shall report annually regarding its vehicle fleet and motor pool fleet~~ Institutions shall annually certify the accuracy of the vehicle fleet report and shall submit the certification to the Board of Regents Manager of Audit by January 15.

~~4.7.1.—The annual vehicle fleet report is made to the Division of Fleet Operations and shall include:~~

~~4.7.1.1.—the number of vehicles in the vehicle fleet, a description of each vehicle owned or leased by the institution, including the license number, year, make, and model of the~~

~~vehicle, and the person and administrative unit within the institution to whom each vehicle is assigned;~~

~~4.7.1.2. other information requested by the Division of Administrative Services in compliance with Utah Code §63A-9-402; and~~

~~4.7.1.3. the number and names of employees with authorized commute privileges, with authorized personal use privileges, and who drive unmarked vehicles.~~

~~4.7.2. The annual motor pool fleet report shall be part of the regular budget process and shall include:~~

~~4.7.2.1. revenues and expenditures;~~

~~4.7.2.2. rates and charges for vehicle use;~~

~~4.7.2.3. vehicle utilization rates, and~~

~~4.1.3.4. other pertinent information about the operations of motor pool fleet.~~

4.89. Oversight by Board of Trustees: The Board of Trustees of each institution ~~is responsible to~~ shall review the institution's annual vehicle fleet reports and periodic internal audits prepared pursuant to Sections 4.7 and 4.8. The Board of Trustees ~~also is responsible for shall monitoring both management and utilization of how the institution manages and uses~~ vehicle fleets.

R565-1. Purpose: To provide for the functions and responsibilities of Audit Committees within the Utah System of Higher Education (System).

R565-2. References

- 2.1. Utah Code §53B-6-102 (Standardized Systems Prescribed by the Board)
- 2.2. Utah Code §53B-7-101 (Financial Affairs Under the General Supervision of the Board)
- 2.3. Utah Code Title 52, Chapter 4 (Utah Open and Public Meeting Act)
- 2.4. Utah Code §63I-5 (Utah Internal Audit Act)
- 2.5. Regents Policy R561, Accounting and Financial Controls
- 2.6. Regents Policy R567, Internal Audit Program
- 2.7. Institute of Internal Auditors, International Standards for the Professional Practice of Internal Auditing (IIA Standards)

R565-3. Audit Committees

- 3.1. The Board of Regents shall establish and maintain a Regent Audit Subcommittee as a standing subcommittee of the Finance and Facilities Committee.
- 3.2. Creation of Trustee Audit Committees: Each Board of Trustees shall create a standing Audit Committee to assist the full board in overseeing financial matters and to oversee institutional internal audit activities, in accordance with the *Internal Audit Act*² and IIA Standards.

R565-4. Regent and Trustee Audit Committee Charters

- 4.1. The Regent and Trustees Audit Committees shall establish respective audit charters that outline their purpose, authority, and responsibilities. The audit charters shall grant appropriate access to data, information, records, and personnel needed to conduct audit activities.

4.2. Authority

4.2.1. Regent Audit Subcommittee: The Regent Audit Subcommittee shall provide advice and recommendations to the Board of Regents regarding oversight of the system and individual intuitions, and internal controls. Although the Regent Audit Subcommittee is not vested with decision making authority on behalf of the Board of Regents, the Regent Audit Subcommittee has authority to:

¹ Adopted November 22, 1977, amended June 27, 1978, September 2, 1999, March 18, 2005, March 9, 2007 and October 29, 2010.

² Utah Code 63I-5

4.2.1.1. Access any and all data, information, records, and personnel to fulfill its purpose and responsibilities.

4.2.1.2. Confer with external auditors, legal counsel, and others as necessary.

4.2.2. Trustee Audit Committee: Trustee Audit Committees shall provide advice and recommendations to the Board of Trustees regarding institutional oversight and internal controls. Although the Trustee Audit Committee is not vested with decision making authority on behalf of the Board of Trustees, the Trustee Audit Committee has authority to:

4.2.2.1. oversee the internal audit activities within the institution;

4.2.2.2. confer with external auditors, legal counsel, and others as necessary;

4.2.2.3. assist in resolving disagreements between institutional representatives and external auditors;

4.2.2.4. access any and all data, information, records, and personnel to fulfill its purpose and responsibilities;

4.2.2.5. conduct or authorize investigations into any matters considered necessary to achieve its purpose; and

4.2.2.6. consult with institutional representatives, the Board of Trustees, and the Regent Audit Subcommittee concerning the adequacy of the institution's internal audit activities, staffing levels, and internal controls.

4.3. Committee Membership

4.3.1. Regent Audit Subcommittee: The Regent Audit Subcommittee ~~will~~ shall consist of at least three but no more than five members, including at least three members of the Board of Regents. The Committee members will be appointed by the Chair of the Regents. Unless a Committee chair is appointed by the Board chair, the members of the Committee may designate a Chair by majority vote. When practicable, at least one of the committee members should have financial expertise either through professional certification or experience.

4.3.2. Trustee Audit Committee: The Trustee Audit Committee shall consist of at least three but no more than five members, including at least three members of the Board of Trustees. The Committee members will be appointed by the Chair of the Trustees. Unless a Committee chair is appointed by the Board chair, the members of the Committee may designate a Chair by majority vote. When practicable, at least one of the committee members should have financial expertise either through professional certification or experience.

4.4. Meetings

4.4.1. Regent Audit Subcommittee: The Committee shall meet at least once per year to review audit activities. The Committee may meet with boards of trustees, institutional administrators, and auditors. Regent staff shall prepare and provide meeting agendas along with appropriate briefing materials.

4.4.2. Trustee Audit Committee: The Committee shall meet at least three times a per year, with additional meetings as needed. The Committee may invite institutional administrators, auditors, and others to attend meetings and provide pertinent information. Meeting agendas will be prepared and provided in advance to members, along with appropriate briefing materials. Informal minutes will be prepared.

4.5. Responsibilities

4.5.1. The Regent Audit Subcommittee shall:

4.5.1.1. Schedule meetings and correspondence as necessary to maintain regular, independent communication and information flow between the Regent Audit Subcommittee and trustee audit committees (via trustee chairs and trustee audit committee chairs).

4.5.1.2. Receive and review reports from trustee audit committees (via trustee chairs and trustee audit committee chairs) regarding the annual financial statements, including a summary of significant accounting and reporting issues.

4.5.1.3. Receive and review reports from trustee audit committees (via trustee chairs and trustee audit committee chairs) regarding the results of the annual financial statement audit, including audit scope and approach, any restrictions on the auditor's activities or on access to requested information, and any significant disagreements with institutional representatives.

4.5.1.4. Receive and review reports from institutions regarding the control environment, means of communicating standards of conduct, and practices with respect to risk assessment and risk management.

4.5.1.5. Receive and review reports from institutions regarding systems of internal control.

4.5.1.6. Receive and review reports from institutions regarding the receipt, retention, and treatment of complaints, including anonymous complaints about accounting, auditing, internal control, and other related issues.

4.5.1.7. Review reports from institutions regarding systems for monitoring compliance with all applicable laws and regulations.

4.5.1.8. Obtain regular updates from institutions regarding instances of material noncompliance that might have implications for the System.

4.5.1.9. Receive annual summary reports from trustee audit committees (via trustee chairs and trustee audit committee chairs) regarding the results of the internal auditing program at each institution, including any restrictions and limitations on internal auditing activities.

4.5.1.10. At least annually, the Committee will provide a report or minutes of meetings to the full Board of Regents detailing the Committee's activities and recommendations.

4.5.2. The Trustee Audit Committee shall:

4.5.2.1. Schedule meetings and correspondence as necessary to maintain regular, independent communication and information flow between the Trustee Audit Committee and external auditors.

4.5.2.2. Review the institution's financial statements, including significant accounting and reporting issues. This includes reviewing the management discussion and analysis of the financial statements, along with any analyses prepared by institutional administration and/or external auditors setting forth significant financial reporting issues and judgments made in connection with the preparation of the financial statements.

4.5.2.3. Review with the administration and the external auditors the results of the annual financial statement audit, including audit scope and approach, any restrictions on the auditor's activities or on access to requested information, and any significant disagreements with institutional representatives.

4.5.2.4. Review information regarding the institution's control environment, means of communicating standards of conduct, and practices with respect to risk assessment and risk management.

4.5.2.5. Confer with external and internal auditors regarding the quality of institutional systems of internal control.

4.5.2.6. Review information regarding the receipt, retention, and treatment of complaints, including anonymous complaints about accounting, auditing, internal control, and other related issues.

4.5.2.7. Review with campus administrators and other institutional representatives the adequacy of the institution's auditing personnel, staffing levels, and controls.

4.5.2.8. Review information provided by the administration regarding systems for monitoring compliance with all applicable laws and regulations.

4.5.2.9. Obtain regular updates from institutional administrators and/or legal counsel regarding instances of material noncompliance that might have implications for the institution.

4.5.2.10. Review with the administration and the chief internal audit executive the charter, plans, activities, staffing and organizational structure of the internal audit function.

4.5.2.11. Review any restrictions and limitations on internal auditing activities.

4.5.2.12. Advise the Board of Trustees regarding the appointment, replacement, or dismissal of the institution's chief internal audit executive.

4.5.2.13. Receive and review internal audit reports and/or periodic summaries of internal audit activities prepared by the chief internal audit executive.

4.5.2.14. Schedule meetings and correspondence as necessary to maintain regular, independent communication and information flow between the Committee and the institution's chief internal audit executive.

4.6. Reporting

4.6.1. Regent Audit Subcommittee

4.6.1.1. At least annually, the Committee will provide a report or minutes of meetings to the full Board of Regents detailing the Committee's activities and recommendations.

4.6.2. Trustee Audit Committee

4.6.2.1. At least annually, the Committee shall provide a report or minutes of meetings to the full Board of Trustees detailing the Committee's activities and recommendations.

4.6.2.2. The Trustees chair and Trustees Audit Committee chair shall meet at least annually with the Regent Audit Subcommittee to provide updates on the institutional activities required by this policy.

4.6.2.3 The Committee shall prepare an annual report summarizing internal and external audit results from the prior year and an audit plan for the upcoming year. This report shall be submitted to the Board of Regents Manager of Audit no later than five business days before the annual board of Regents audit committee meeting.

R565-1. Purpose: To provide for the functions and responsibilities of Audit Committees within the Utah System of Higher Education (System).

R565-2. References

- 2.1. Utah Code [§53B-6-102](#) (Standardized Systems Prescribed by the Board)
- 2.2. Utah Code [§53B-7-101](#) (Financial Affairs Under the General Supervision of the Board)
- 2.3. Utah Code [Title 52, Chapter 4](#) (Utah Open and Public Meeting Act)
- 2.4. [Utah Code §63I-5 \(Utah Internal Audit Act\)](#)
- 2.45. [Regents Policy and Procedures R561](#), Accounting and Financial Controls
- 2.56. [Regents Policy and Procedures R567](#), Internal Audit Program
- 2.7. [Institute of Internal Auditors, International Standards for the Professional Practice of Internal Auditing \(IIA Standards\)](#)

R565-3. ~~Creation of~~ Audit Committees

- 3.1. ~~Creation of Regent Audit Committee: There is hereby created a~~ [The Board of Regents shall establish and maintain a](#) Regent Audit [Sub](#)committee as a standing subcommittee of the Finance, ~~and~~ [Facilities and Accountability](#) Committee.
- 3.2. Creation of Trustee Audit Committees: Each Board of Trustees ~~will~~ [shall](#) create a standing Audit Committee to assist the full board in ~~fulfilling its oversight responsibilities for~~ [overseeing](#) financial matters ~~and to oversee institutional internal audit activities, in accordance with the~~ [Internal Audit Act² and IIA Standards](#).

R565-4. Regent and Trustee Audit Committee Charters

- 4.1. **Purpose** [The Regent and Trustees Audit Committees shall establish respective audit charters that outline their purpose, authority, and responsibilities. The audit charters shall grant appropriate access to data, information, records, and personnel needed to conduct audit activities.](#)

~~4.1.1. —Regent Audit Committee: To assist the Board of Regents in fulfilling its oversight responsibilities for financial reporting, internal control, audit processes, and compliance with laws and regulations.~~

~~4.1.2. —Trustee Audit Committee: To assist the Board of Trustees in fulfilling its oversight responsibilities for financial reporting, internal control, audit processes, and compliance with laws and regulations.~~

¹ Adopted November 22, 1977, amended June 27, 1978, September 2, 1999, March 18, 2005, March 9, 2007 and October 29, 2010.

² Utah Code 63I-5

4.2. Authority

4.2.1. **Regent Audit Subcommittee:** The Regent Audit Subcommittee shall ~~obtain pertinent information, become knowledgeable, and~~ provide advice and recommendations to the ~~full~~ Board of Regents ~~with regard regarding to financial oversight and oversight of the system and individual intuitions, and systems of internal controls at each institution.~~ ~~Although T~~he Regent Audit Subcommittee is not vested with decision making authority on behalf of the ~~full~~ Board of Regents. ~~However,~~ the Regent Audit Subcommittee has authority to:

~~4.2.1.1. Consult with the State Auditor on the appointment of external auditors.~~

~~4.2.1.2. Request information from boards of trustees, campus administrators, and other institutional representatives, all of whom are directed to cooperate with Committee requests~~ Access any and all data, information, records, and personnel to fulfill its purpose and responsibilities.

~~4.2.1.3.2.~~ Confer with external auditors, legal counsel, and others as necessary.

4.2.2. **Trustee Audit Committee:** ~~The~~ Trustee Audit Committees shall ~~obtain pertinent information, become knowledgeable, and~~ provide advice and recommendations to the ~~full~~ Board of Trustees ~~with regard regarding to financial oversight and institutional oversight systems of and internal controls at the institution.~~ ~~Although T~~he Trustee Audit Committee is not vested with decision making authority on behalf of the ~~full~~ Board of Trustees. ~~However,~~ the Trustee Audit Committee has authority to:

~~4.2.2.1. Confer with external auditors, legal counsel, and others as necessary~~ oversee the internal audit activities within the institution.

~~4.2.2.2. Facilitate full access for external auditors during annual audits~~ confer with external auditors, legal counsel, and others as necessary.

4.2.2.3. Assist in ~~the resolution of~~ resolving disagreements between institutional representatives and external auditors.

~~4.2.2.4. Request information from campus administrators, faculty, staff, and other institutional representatives, all of whom are directed to cooperate with Committee requests~~ Access any and all data, information, records, and personnel to fulfill its purpose and responsibilities.

4.2.2.5. Conduct or authorize investigations into any matters considered necessary to achieve its purpose.

4.2.2.6. Consult with institutional representatives, the Board of Trustees, and the Regent Audit Subcommittee concerning the adequacy of the institution's ~~accounting personnel~~ internal audit activities, staffing levels, and internal controls.

4.3. ~~Composition~~ Committee Membership

4.3.1. **Regent Audit Subcommittee:** The Regent Audit Subcommittee ~~will~~ shall consist of at least three ~~and but~~ no more than five members, including at least three ~~of whom are~~ members of the Board of Regents, ~~each of whom shall be independent and free from any relationship that, in the opinion of the Board of Regents, would interfere with the exercise of his or her independent judgment as a member of the Committee.~~ The Committee members will be appointed by the Chair of the Regents. Unless a Committee chair is appointed by the Board chair, the members of the Committee may designate a Chair by majority vote. ~~Wherever possible~~ When practicable, at least one of the committee members should have financial expertise either through professional certification or experience.

4.3.2. **Trustee Audit Committee:** The Trustee Audit Committee ~~will~~ shall consist of at least three ~~and but~~ no more than five members, including at least three ~~of whom are~~ members of the Board of Trustees, ~~each of whom shall be independent and free from any relationship that, in the opinion of the Board of Trustees, would interfere with the exercise of his or her independent judgment as a member of the Committee.~~ The Committee members will be appointed by the Chair of the Trustees. Unless a Committee chair is appointed by the Board chair, the members of the Committee may designate a Chair by majority vote. ~~Wherever possible~~ When practicable, at least one of the committee members should have financial expertise either through professional certification or experience.

4.4. Meetings

4.4.1. **Regent Audit Subcommittee:** The Committee ~~will~~ shall meet ~~as needed~~ at least once per year to review audit ~~and financial information activities.~~ The Committee may meet with boards of trustees, institutional administrators, and auditors. Regent staff shall prepare and provide ~~Meeting~~ agendas ~~will be prepared and provided in advance to members,~~ along with appropriate briefing materials. ~~Informal minutes will be prepared.~~

4.4.2. **Trustee Audit Committee:** The Committee shall meet at least three times ~~a~~ per year, with additional meetings as needed. The Committee may invite institutional administrators, auditors, and others to attend meetings and provide pertinent information. Meeting agendas will be prepared and provided in advance to members, along with appropriate briefing materials. Informal minutes will be prepared.

4.5. Responsibilities

4.5.1. ~~External Audits and Financial Statements~~

~~4.5.1.1.~~ The Regent Audit Subcommittee shall:

~~4.5.1.1.1.~~ Schedule meetings and correspondence as necessary to maintain regular, independent communication and information flow between the Regent Audit Subcommittee and trustee audit committees (via trustee chairs and trustee audit committee chairs), ~~whether or not irregularities or other problems have been identified.~~

~~4.5.1.1.2.~~ Receive and review reports from trustee audit committees (via trustee chairs and trustee audit committee chairs) regarding the annual financial statements, including a summary of significant accounting and reporting issues.

4.5.1.1.3. Receive and review reports from trustee audit committees (via trustee chairs and trustee audit committee chairs) regarding the results of the annual financial statement audit, including audit scope and approach, any restrictions on the auditor's activities or on access to requested information, and any significant disagreements with institutional representatives.

4.5.2.1.14. Receive and review reports from institutions regarding the control environment, means of communicating standards of conduct, and practices with respect to risk assessment and risk management.

4.5.2.1.25. Receive and review reports from institutions regarding systems of internal control.

4.5.2.1.36. Receive and review reports from institutions regarding the receipt, retention, and treatment of complaints, including anonymous complaints about accounting, auditing, internal control, and other related issues.

4.5.3.1.17. Review reports from institutions regarding systems for monitoring compliance with all applicable laws and regulations.

4.5.3.1.28. Obtain regular updates from institutions regarding instances of material noncompliance that might have implications for the System.

4.5.4.1.19. Receive annual summary reports from trustee audit committees (via trustee chairs and trustee audit committee chairs) regarding the results of the internal auditing program at each institution, including any restrictions and limitations on internal auditing activities.

4.6.1.10. At least annually, the Committee will provide a report or minutes of meetings to the full Board of Regents detailing the Committee's activities and recommendations.

4.5.1.2. The Trustee Audit Committee shall:

4.5.1.2.1. Schedule meetings and correspondence as necessary to maintain regular, independent communication and information flow between the Trustee Audit Committee and external auditors, ~~whether or not irregularities or problems have been identified.~~

4.5.1.2.2. Review the institution's financial statements, including significant accounting and reporting issues. This includes reviewing the management discussion and analysis of the financial statements, along with any analyses prepared by institutional administration and/or external auditors setting forth significant financial reporting issues and judgments made in connection with the preparation of the financial statements.

4.5.1.2.3. Review with the administration and the external auditors the results of the annual financial statement audit, including audit scope and

approach, any restrictions on the auditor's activities or on access to requested information, and any significant disagreements with institutional representatives.

~~4.5.2.2.14.~~ Review information regarding the institution's control environment, means of communicating standards of conduct, and practices with respect to risk assessment and risk management.

~~4.5.2.2.25.~~ Confer with external and internal auditors regarding the quality of institutional systems of internal control.

~~4.5.2.2.36.~~ Review information regarding the receipt, retention, and treatment of complaints, including anonymous complaints about accounting, auditing, internal control, and other related issues.

~~4.5.2.2.47.~~ Review with campus administrators and other institutional representatives the adequacy of the institution's auditing ~~accounting~~ personnel, staffing levels, and controls.

~~4.5.3.2.18.~~ Review information provided by the administration regarding systems for monitoring compliance with all applicable laws and regulations.

~~4.5.3.2.29.~~ Obtain regular updates from institutional administrators and/or legal counsel regarding instances of material noncompliance that might have implications for the institution.

~~4.5.4.2.10.~~ Review with the administration and the chief internal audit executive the charter, plans, activities, staffing and organizational structure of the internal audit function.

~~4.5.4.2.211.~~ Review any restrictions and limitations on internal auditing activities.

~~4.5.4.2.312.~~ Advise the Board of Trustees regarding the appointment, replacement, or dismissal of the institution's chief internal audit executive.

~~4.5.4.2.413.~~ Receive and review internal audit reports and/or periodic summaries of internal audit activities prepared by the chief internal audit executive.

~~4.5.4.2.514.~~ Schedule meetings and correspondence as necessary to maintain regular, independent communication and information flow between the Committee and the institution's chief internal audit executive.

~~4.5.2. Internal Control~~

~~4.5.2.1. Regent Audit Committee~~

~~4.5.2.1.1. Receive and review reports from institutions regarding the control environment, means of communicating standards of conduct, and practices with respect to risk assessment and risk management.~~

~~4.5.2.1.2. ——— Receive and review reports from institutions regarding systems of internal control.~~

~~4.5.2.1.3. ——— Receive and review reports from institutions regarding the receipt, retention, and treatment of complaints, including anonymous complaints about accounting, auditing, internal control, and other related issues.~~

~~4.5.2.2. Trustee Audit Committee~~

~~4.5.2.2.1. ——— Review information regarding the institution's control environment, means of communicating standards of conduct, and practices with respect to risk assessment and risk management.~~

~~4.5.2.2.2. ——— Confer with external and internal auditors regarding the quality of institutional systems of internal control.~~

~~4.5.2.2.3. ——— Review information regarding the receipt, retention, and treatment of complaints, including anonymous complaints about accounting, auditing, internal control, and other related issues.~~

~~4.5.2.2.4. ——— Review with campus administrators and other institutional representatives the adequacy of the institution's accounting personnel, staffing levels, and controls.~~

~~4.5.3. Compliance~~

~~4.5.3.1. Regent Audit Committee~~

~~4.5.3.1.1. ——— Review reports from institutions regarding systems for monitoring compliance with all applicable laws and regulations.~~

~~4.5.3.1.2. ——— Obtain regular updates from institutions regarding instances of material noncompliance that might have implications for the System.~~

~~4.5.3.2. Trustee Audit Committee~~

~~4.5.3.2.1. ——— Review information provided by the administration regarding systems for monitoring compliance with all applicable laws and regulations.~~

~~4.5.3.2.2. ——— Obtain regular updates from institutional administrators and/or legal counsel regarding instances of material noncompliance that might have implications for the institution.~~

~~4.5.4. Internal Audit~~

~~4.5.4.1. Regent Audit Committee~~

~~4.5.4.1.1. ——— Receive annual summary reports from trustee audit committees (via trustee chairs and trustee audit committee chairs) regarding the~~

~~results of the internal auditing program at each institution, including any restrictions and limitations on internal auditing activities.~~

~~4.5.4.2. Trustee Audit Committee~~

~~4.5.4.2.1. Review with the administration and the chief internal audit executive the charter, plans, activities, staffing and organizational structure of the internal audit function.~~

~~4.5.4.2.2. Review any restrictions and limitations on internal auditing activities.~~

~~4.5.4.2.3. Advise the Board of Trustees regarding the appointment, replacement, or dismissal of the institution's chief internal audit executive.~~

~~4.5.4.2.4. Receive and review internal audit reports and/or periodic summaries of internal audit activities prepared by the chief internal audit executive.~~

~~4.5.4.2.5. Schedule meetings and correspondence as necessary to maintain regular, independent communication and information flow between the Committee and the institution's chief internal audit executive.~~

4.6. Reporting

4.6.1. Regent Audit Subcommittee

4.6.1.1. At least annually, the Committee will provide a report or minutes of meetings to the full Board of Regents detailing the Committee's activities and recommendations.

4.6.2. Trustee Audit Committee

4.6.2.1. At least annually, the Committee shall provide a report or minutes of meetings to the full Board of Trustees detailing the Committee's activities and recommendations.

4.6.2.2. ~~In connection with regularly scheduled Board of Regents meetings, The~~ Trustees chair and Trustees s Audit Committee chair shall meet ~~periodically~~ at least annually with the Regent Audit Subcommittee to provide updates on the institutional activities ~~contemplated~~ required by this policy.

4.6.2.3 ~~In addition, the Trustee chair and Trustee Audit Committee chair shall p~~Prepare an annual report ~~consisting of a cover letter outlining audit programs and plans, a summary of key committee and related institutional activity (including an assessment of the results of that activity), and meeting agendas/minutes.~~ summarizing internal and external audit results from the prior year and an audit plan for the upcoming year. This report shall be submitted to the ~~Office of the Commissioner~~ Board of Regents Manager of Audit ~~by December 31 of each year no later than five business days before the annual board of Regents audit committee meeting.~~

~~4.7. Audit Notification~~

~~4.7.1.— A USHE vice president over finance shall give prompt verbal notification to the audit coordinator within the Office of the Commissioner when there is reasonable cause to believe that significant fraud, misconduct, or other event or action has occurred and where any of the following conditions of qualitative materiality are met:—~~

- ~~1. The matter is significant and is an act of embezzlement, theft or financial conflict of interest;~~
- ~~2. has the potential to damage an institution's reputation;~~
- ~~3. has the potential to become a public embarrassment through the media;~~
- ~~4. involves the misuse of institutional resources and creates exposure to a liability of at least \$25,000.~~

~~4.7.2 Qualitative materiality refers to financial and nonfinancial items that, independent of the amount, may influence the decisions of a user of the financial statements. For example, the political sensitivity to adverse media exposure that often concerns the nature rather than the size of an amount, such as illegal acts, bribery, corruption and related party transactions should be reported.~~

~~R565-5. Necessary Actions Not Contemplated by R565-4~~

~~5.1.— To assure appropriate institutional or System governance, the Regent Audit Committee is authorized, as directed by the chair of the Board of Regents, to pursue other actions which the Committee believes are needed, so long as the Regent Audit Committee is not vested with any authority to make decisions regarding the public's business.~~

~~5.2.— The Trustee Audit Committee may pursue other courses of action, as directed by the chair of the Board of Trustees, which the Committee believes are needed, so long as the Trustee Audit Committee is not vested with any authority to make decisions regarding the public's business.~~

R567-1. Purpose: To establish policies and standards for internal audit departments within the Utah System of Higher Education (USHE).

R567-2. References

- 2.1. Utah Code §53B-6-102 (Standardized Systems Prescribed by the Board)
- 2.2. Utah Code §53B-7-101 (Financial Affairs Under the General Supervision of the Board)
- 2.3. Policy and Procedures R565, Audit Review Subcommittee
- 2.4. Policy and Procedure R120-3.3.2.7, Bylaws of the Board of Regents, Auditing Records
- 2.5. Utah Code §63I-5 (Utah Internal Audit Act)
- 2.6. Institute of Internal Auditors, International Standards for the Professional Practice of Internal Auditing (IIA Standards)

R567-3. Definitions

3.1 Audit Charter. "The purpose, authority, and responsibility of the internal audit activity must be formally defined in an internal audit charter, consistent with the Definition of Internal Auditing, the Code of Ethics, and the Standards. The chief audit executive must periodically review the internal audit charter and present it to senior management and the board for approval."² The audit charter should grant appropriate access to data, information, records, and personnel needed to fulfill the internal audit activity's purpose and responsibilities.

3.2 Institution Audit Committee: Institution audit committees provide functional oversight of the internal audit activities, as described in the *Internal Audit Act*³, and in accordance with IIA Standards.⁴ Boards of trustees shall establish audit committees in adherence to the *Utah Internal Audit Act* and R565, Audit Committees.

3.3. Internal Auditing: An independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

3.2. Institution Internal Audit Activity: Any activity administered by the institution's internal auditing organization. Each institution's audit committee shall establish an audit charter, granting the internal audit unit authority to engage in audit activities.

¹ Adopted April 24, 1973, amended May 29, 1973, June 26, 1973, November 27, 1973, January 28, 1975 and April 22, 1975; replaced January 17, 1992, amended April 17, 1992 and March 18, 2005.

² IIA Standards, 1000: Purpose, Authority, and Responsibility.

³ See Utah Code 63I-5-301(3).

⁴ IIA Standard 1110.

3.3. Board of Regents Audit Manager: The manager for audit and financial services reports to the Associate Commissioner for Finance and Facilities within the Office of the Commissioner. The audit manager provides audit support to the Board of Regents and institution audit activities.

R567-4. Policy

4.1. General Standards: Internal audit activities shall comply with IIA Standards. Other professional standards (such as "Generally Accepted Auditing Standards" disseminated by the American Institute of Certified Public Accountants, or Government Auditing Standards published by the Comptroller General of the United States) may also apply to particular audit assignments, as determined by the institution's audit committee or the Board of Regents.

4.2. Internal Audit Activities Required at All Institutions: The State Board of Regents requires each USHE institution to maintain an internal audit activity plan.

4.3 Internal Audit Activity Independence and Objectivity: Internal audit activities shall remain independent and objective. Institutions and internal auditors may foster independence by adhering to applicable standards, including:

4.3.1. Organizational Independence: Each institution should maintain organizational independence by establishing functional and administrative reporting relationships consistent with IIA Standards 1110 and 1111.

4.3.2. Internal Audit Activity Objectivity: Internal auditors shall adhere to standards of independence and objectivity outlined in IIA Standards 1100 and 1120.

4.3.3. Independence Impairment Disclosure: Internal auditors shall properly disclose impairments to independence, as required in IIA Standard 1130.

4.3.4. Role in Institution Operations: Internal auditors shall not participate in institution management or operational responsibilities that would impair independence.

4.4. Institution Audits: In addition to audits required by policy, institution internal auditors shall conduct risk-based audits for their institutions, as assigned by the institution audit committee. Institution presidents and executive cabinet may also request audit activities.

4.5. Required Audits: Institution internal auditors shall annually conduct the following audits:

4.5.1 Presidential Travel (in accordance with R212-1.2)

4.5.2 Institutional Investments (in accordance with R541-11)

4.5.3 Auxiliary Enterprises (in accordance with R550-7.3)

4.6. Institution Risk Assessment: Internal auditors shall participate in institution risk assessments at least annually and report the results to the institution audit committee. Institution risks may include financial, operational, efficiency, fraud, compliance, internal control, information systems, data loss, reputation and political.

4.7. Institution Audit Communication: Upon completion of internal audit activities, institution auditors shall communicate the results to the institution audit committee.

4.8. Communication with Institution Management: The chief audit executive shall meet with the institution president at least annually to review completed audits, institution responses, and other pertinent issues.

4.9. Audit Committee Responsibilities: The audit committee shall adhere to responsibilities established in the *Utah Internal Audit Act* and R565, Audit Committees.

4.10. Coordination of System-Wide Audits: The Commissioner of Higher Education and institution presidents shall coordinate assignments to conduct system-wide internal audits.

4.11. Special Audits Directed by the Commissioner: The Commissioner, with prior notification to the institution president, may schedule and conduct an audit at the institution, separately or in cooperation with a resident chief audit executive. (See State Board of Regents Bylaw R120-3.3.2.7.)

4.12. Audit Notification: The institution's vice president of finance or chief audit executive shall promptly notify the Board of Regents audit manager regarding apparent fraud or misconduct with any of the following attributes:

- 4.12.1 significant embezzlement, theft, or other fraud;
- 4.12.2 concerns that may damage an institution's reputation;
- 4.12.3 apparent misuse of institutional resources of at least \$25,000;
- 4.12.4 issues that may be covered by the media; or
- 4.12.5 any other issue that requires attention from the Board of Regents or the Commissioner.

R567-1. Purpose: To establish policies and standards for internal audit departments within the Utah System of Higher Education (USHE).

R567-2. References

- 2.1. Utah Code [§53B-6-102](#) (Standardized Systems Prescribed by the Board)
- 2.2. Utah Code [§53B-7-101](#) (Financial Affairs Under the General Supervision of the Board)
- 2.3. Policy and Procedures [R565](#), Audit Review Subcommittee
- 2.4. Policy and Procedure [R120-3.3.2.7](#), Bylaws of the Board of Regents, Auditing Records
- [2.5 Utah Code §63I-5 \(Utah Internal Audit Act\)](#)
- [2.6 Institute of Internal Auditors, International Standards for the Professional Practice of Internal Auditing \(IIA Standards\)](#)

R567-3. Definitions

[3.1 Audit Charter.](#) "The purpose, authority, and responsibility of the internal audit activity must be formally defined in an internal audit charter, consistent with the Definition of Internal Auditing, the Code of Ethics, and the Standards. The chief audit executive must periodically review the internal audit charter and present it to senior management and the board for approval."² The audit charter should grant appropriate access to data, information, records, and personnel needed to fulfill the internal audit activity's purpose and responsibilities.

[3.2 Institution Audit Committee:](#) Institution audit committees provide functional oversight of the internal audit activities, as described in the *Internal Audit Act*³, and in accordance with IIA Standards.⁴ Boards of trustees shall establish audit committees in adherence to the *Utah Internal Audit Act* and *R565, Audit Committees*.

[3.13. Internal Auditing:](#) ~~Internal auditing is a~~ An independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes. ~~appraisal function established to examine and evaluate activities as a service to management. The objective of internal auditing is to assist USHE personnel in the effective discharge of their responsibilities. To this end, internal auditing furnishes analyses, appraisals, recommendations, counsel, and information concerning the activities reviewed .~~

[3.2. Institutional Internal Audit Department Activity:](#) ~~An institutional audit department is an employee or department of a USHE institution responsible to provide internal auditing services, as defined~~

¹ Adopted April 24, 1973, amended May 29, 1973, June 26, 1973, November 27, 1973, January 28, 1975 and April 22, 1975; replaced January 17, 1992, amended April 17, 1992 and March 18, 2005.

² IIA Standards, 1000: Purpose, Authority, and Responsibility.

³ See Utah Code 63I-5-301(3).

⁴ IIA Standard 1110.

~~above, and whose functions are governed by a statement of purpose, authority, and responsibility which has been proposed by the president and approved by the institution's Board of Trustees~~ Any activity administered by the institution's internal auditing organization. Each institution's audit committee shall establish an audit charter, granting the internal audit unit authority to engage in audit activities.

3.3. ~~State Board of Regents Audit Department~~ Manager: ~~The State Board of Regents audit department is an internal audit department resident in the Commissioner's Office responsible to provide internal auditing services, as defined above, and whose functions are governed by a statement of purpose, authority, and responsibility which has been approved by the Commissioner~~ The manager for audit and financial services reports to the Associate Commissioner for Finance and Facilities within the Office of the Commissioner. The audit manager provides audit support to the Board of Regents and institution audit activities.

R567-4. Policy

4.1. ~~Internal Audits Required at All Institutions~~: ~~The State Board of Regents requires each Utah System of Higher Education institution to complete internal audits as directed by the State Board of Regents, the Commissioner, the institutional President, or the appropriate authority at the institution~~ General Standards: Internal audit activities shall comply with IIA Standards. Other professional standards (such as "Generally Accepted Auditing Standards" disseminated by the American Institute of Certified Public Accountants, or Government Auditing Standards published by the Comptroller General of the United States) may also apply to particular audit assignments, as determined by the institution's audit committee or the Board of Regents.

4.2. ~~System Wide Audits—Financial Audits~~: ~~Institutional audit departments shall conduct system wide audits for their institutions and the State Board of Regents audit department shall conduct system wide audits at institutions having no resident audit department~~ **Internal Audit Activities Required at All Institutions**: The State Board of Regents requires each USHE institution to maintain an internal audit activity plan.

4.3. Internal Audit Activity Independence and Objectivity: Internal audit activities shall remain independent and objective. Institutions and internal auditors may foster independence by adhering to applicable standards, including:

4.3.1. Organizational Independence: Each institution should maintain organizational independence by establishing functional and administrative reporting relationships consistent with IIA Standards 1110 and 1111.

4.3.2. Internal Audit Activity Objectivity: Internal auditors shall adhere to standards of independence and objectivity outlined in IIA Standards 1100 and 1120.

4.3.3. Independence Impairment Disclosure: Internal auditors shall properly disclose impairments to independence, as required in IIA Standard 1130.

4.3.4. Role in Institution Operations: Internal auditors shall not participate in institution management or operational responsibilities that would impair independence.

4.4. ~~Coordination of System Wide Audits~~: ~~Assignments to conduct system wide internal audits will be coordinated between the Commissioner of Higher Education and the institutional Presidents~~ Institution Audits: In addition to audits required by policy, institution internal auditors shall conduct risk-based audits

for their institutions, as assigned by the institution audit committee. Institution presidents and executive cabinet may also request audit activities.

~~4.5. **Special Audits Directed by the Commissioner:** The Commissioner, with prior notification to the President of the institution, may direct the State Board of Regents audit department to schedule and conduct an audit at the institution, separately or in cooperation with a resident internal audit group, provided the audit is not part of a system-wide audit. (See State Board of Regents Bylaw R120-3.3.2.7.)~~ **Required Audits:** Institution internal auditors shall annually conduct the following audits:

4.5.1 Presidential Travel (in accordance with R212-1.2)

4.5.2 Institutional Investments (in accordance with R541-11)

4.5.3 Auxiliary Enterprises (in accordance with R550-7.3)

~~4.6. **General Standards:** the functions and activities of internal audit departments within USHE shall be consistent with the "Standards for the Professional Practice of Internal Auditing" as promulgated by the Institute of Internal Auditors. Other professional standards (such as "generally accepted auditing standards" as promulgated by the American Institute of CPAs) may also apply to particular audit assignments as determined by the institution's Board of Trustees or the State Board of Regents.~~ **Institution Risk Assessment:** Internal auditors shall participate in institution risk assessments at least annually and report the results to the institution audit committee. Institution risks may include financial, operational, efficiency, fraud, compliance, internal control, information systems, data loss, reputation and political.

~~4.7. **Reports to the Board of Trustees:** The President and the internal audit director shall meet periodically as needed with the institutional Board of Trustees, or an Audit Subcommittee of the institutional Board of Trustees, to review completed audits, institutional responses, and to discuss concerns of the institutional Board of Trustees or the director.~~ **Institution Audit Communication:** Upon completion of internal audit activities, institution auditors shall communicate the results to the institution audit committee.

4.8. Communication with Institution Management: The chief audit executive shall meet with the institution president at least annually to review completed audits, institution responses, and other pertinent issues.

4.9. Audit Committee Responsibilities: The audit committee shall adhere to responsibilities established in the *Utah Internal Audit Act* and R565, Audit Committees.

4.10. Coordination of System-Wide Audits: The Commissioner of Higher Education and institution presidents shall coordinate assignments to conduct system-wide internal audits.

4.11. Special Audits Directed by the Commissioner: The Commissioner, with prior notification to the institution president, may schedule and conduct an audit at the institution, separately or in cooperation with a resident chief audit executive. (See State Board of Regents Bylaw R120-3.3.2.7.)

4.12. Audit Notification: The institution's vice president of finance or chief audit executive shall promptly notify the Board of Regents audit manager regarding apparent fraud or misconduct with any of the following attributes:

4.12.1 significant embezzlement, theft, or other fraud;

4.12.2 concerns that may damage an institution's reputation;

- 4.12.3 apparent misuse of institutional resources of at least \$25,000;
- 4.12.4 issues that may be covered by the media; or
- 4.12.5 any other issue that requires attention from the Board of Regents or the Commissioner.

DRAFT

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Series 2017 Student Facilities Revenue Refunding Bond Results

Issue

Weber State University (WSU) closed on the Series 2017 Student Facilities System revenue refunding bonds on January 4, 2017 with a true interest cost of 2.62 percent and a cash savings of \$1,418,423, allowing WSU to eliminate almost two full principle payments.

Background

Regent Policy R590, *Issuance of Bonds for Colleges and Universities* requires the Office of the Commissioner to report the results of the final bond pricing to the Board in the next scheduled meeting after the closing. In the November 2016 meeting the Board authorized WSU to refund portions of the 2007 Student Facilities System revenue bonds. After a competitive bond sale on December 8, 2016 the 2017 Series refunding bonds were awarded to Janney Montgomery Scott LLC as underwriter. The bond sale closed on January 4, 2017 and conformed to the parameters approved by the Regents.

The following is a brief summary of the results:

| | |
|-------------------------------|-------------|
| Final Par Amount of the Bonds | \$7,215,000 |
| True Interest Cost (TIC) | 2.62% |
| Maturity Date | 13.33 years |
| Net Present Value \$ Savings | \$998,511 |
| Net Present Value % Savings | 12.32% |

Additional details about the bond issue may be found in the attached financing summary prepared by the financial advisor and bid results of the competitive sale. Final pricing results are noted in red type face.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

Weber State University
Student Facilities System Revenue Refunding Bonds, Series 2017
Final Summary Sheet

Proposed Issue: Student Facilities System Revenue Refunding Bonds

Total Approximate Issue Size: \$7,350,000 (\$7,215,000 final par amount. Please see the following page for a summary of the bid results)

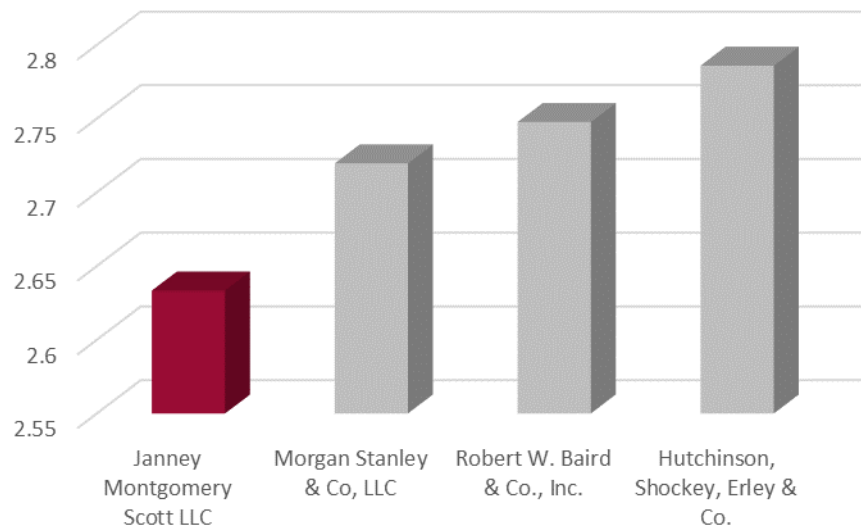
Use of Funds: To generate debt service savings by refunding the previously issued Series 2007 Student Facilities System Revenue Refunding Bonds; satisfy any reserve fund requirements; and pay associated costs of issuance.

Detail of Proposed Series 2017 Bonds:

| | |
|-------------------------|---|
| Principal Amount: | Not to exceed \$8,500,000 (\$7,215,000) |
| Interest Rate: | Not to exceed 5% (max coupon of 5% and True Interest Cost of 2.62%) |
| Maturity Date: | Not to exceed 15 years (13.33 years) |
| Aggregate Discount: | Not to exceed 2% (Premium bid of 115%) |
| Underwriter's Discount: | Not to exceed 2% (0.595%) |
| Bond Rating: | AA from S&P (Confirmed) |
| Bond Insurance: | Provided by AGM |
| Source of Repayment: | Student Facilities System Revenues |

Timetable Considerations: The Series 2007 Bonds are “callable,” and can be paid off beginning January 1, 2017. The 2007 bonds refunded the previously issued 2001A bonds. As a result, this is a “current period” refunding. Assuming that the Regents grant authorization at their November 18, 2016 meeting, and that the savings generated by issuing the Series 2017 Bonds continues to exceed 10% of debt service, the University anticipates selling bonds via a competitive sale on or around the week of December 5, and closing the first week of January.

Net Present Savings (NPV) for the refunding came in at \$998,511, or 12.32%. The total cash flow savings is \$1,418,423, which enabled the University to eliminate the 2031 principal payment and almost all of the 2030 payment.



Bid Comparison

Par Amount: \$7,215,000 S&P rating: "AA" (AGM Insured)
 Closing Date: January 4, 2017 Final Maturity Date: April 1, 2030

| Underwriters | TIC Bid | % Difference from Winning Bid | NPV Savings % | NPV Savings \$ | Difference from Winning Bid |
|-----------------------------------|---------|-------------------------------|---------------|----------------|-----------------------------|
| Janney Montgomery Scott LLC | 2.633% | - | 12.32% | \$ 998,511 | \$ - |
| Morgan Stanley & Co LLC | 2.719% | 0.087% | 11.53% | \$ 934,310 | \$ 64,201 |
| Robert W Baird & Co, Inc | 2.747% | 0.115% | 11.27% | \$ 913,455 | \$ 85,056 |
| Hutchinson Shockey Erley & Co LLC | 2.785% | 0.153% | 10.95% | \$ 887,469 | \$ 111,042 |

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Aircraft Lease-Purchase for the Aviation Program

Issue

Southern Utah University (SUU) is in the process of lease-financing the acquisition of between 16 and 28 aircraft for the aviation program for up to \$11,500,000 and desires to update the Committee on the progress of this transaction.

Background

At the September 2016 Board meeting, the University provided an update regarding the transition of its aviation program from a partnership with a private provider to an in-house program. SUU now administers the aviation program completely in-house and has finished its evaluation of the ongoing costs to address the growing demand and to manage the day-to-day operations of the program. The University is currently negotiating a lease-purchase agreement to acquire several fixed-wing and rotor-wing (helicopter) aircrafts for up to \$11,500,000 and wanted to inform the Board as to their progress. The lease-purchase will help SUU to meet enrollment growth demands and improve the cost efficiency of the program for the next several years. Enrollment in the aviation program has increased dramatically from 147 to 285 students for the coming fall semester. Industry standards recommend one aircraft for every ten students. Additionally, the move from aircraft leasing to aircraft ownership is projected to save millions of dollars over the life of the assets. Aircraft ownership is significantly less costly than leasing, especially when maintenance costs of new versus old aircraft are factored in. Aviation program fee revenue is sufficient to cover the costs of the lease-purchase agreement and reduced costs from owning the assets will ensure institutional funds are not used to subsidize the program.

The attached letter provides additional information about the aviation program, the costs associated with the lease-purchase, and details as to the type, quantity, and price of the aircraft. Representatives from SUU and the aviation program will be in attendance at the meeting to answer questions if needed.

Commissioner's Recommendation

This is an informational item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

March 13, 2017

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

RE: Information to Board of Regents regarding Capital Lease financing for the purchase of aircraft

Dear Commissioner Buhler,

Southern Utah University has completed its separation from Upper Limit Aviation (ULA) and is now operating the SUU Aviation program entirely in-house. In meeting the terms of our settlement agreement, SUU has returned all ULA leased aircraft and is now flying aircraft from several independent leasing companies. We have discovered that leasing the needed aircraft for our program has been more challenging than initially anticipated. We are currently experiencing a shortage of both rotor and fixed wing aircraft, and many we have been able to secure are old and not equipped with the latest technology. For this reason we are preparing to enter into a Capital Lease financing contract to purchase the needed aircraft for our expanding program.

The demand for aviation pilots continues to outpace supply based on growth in the industry and an ever increasing number of Vietnam War military pilots reaching retirement age. SUU entered into a partnership with SkyWest Airlines to provide fixed-wing pilots to help meet their need to hire approximately 1,000 new pilots a year. Due in part to the benefits offered by SkyWest, we have experienced a significant increase in the number of students applying to our program. We currently have 147 students, including 27 fixed-wing students. Enrollments for this fall have already reached 285 students, with 112 of these in the fixed-wing emphasis.

Meeting the industry standard ratio of one (1) aircraft for every ten (10) students has been a costly challenge. SUU's original intent was to lease the necessary aircraft to meet student enrollments. Unfortunately, the vendor awarded the contract to supply leased aircraft has not been able to meet our needs. Even reaching out to other vendors has proven inadequate as there is a significant shortage of aircraft available for leasing, particularly to a flight training school. In researching potential solutions to our aircraft shortage we determined that purchasing aircraft, consistent with the practice of UVU and USU, is less expensive than leasing aircraft and the maintenance costs can be drastically reduced with a new fleet.

Current lease rates for Robinson R44 rotor-wing helicopters is \$245/hour. These helicopters can fly 2,200 hours before requiring a complete overhaul. At these rates, we need to replace/rebuild our helicopters approximately every 18 months at a total lease cost of \$539,000. Purchasing helicopters and rebuilding them up to four (4) times (maximum usage of 11,000 flight hours) yields an average cost of just \$100/hour.

Current lease rates for Piper fixed-wing airplanes is \$55/hour. Based on only being able to lease Piper airplanes which are forty (40) years old, an additional \$50/hour in maintenance costs has become necessary. Increased down-time for maintenance, combined with a lack of the latest in avionics and technology, requires us to secure a better solution for our students.

After careful review and analysis, SUU has made arrangements to purchase ten (10) new Cirrus SR20 fixed-wing aircraft to meet the needs of our fall 2017 enrollment; currently at 112 students. This purchase will allow us to terminate the leases of old Piper airplanes, and along with a recently purchased twin engine Beechcraft Baron airplane, we will meet the 1:10 airplane to student ratio.

While the hourly cost for the Cirrus aircraft will not be significantly different than our current leases, costs will be dramatically reduced beyond the seven year financing terms. It is projected these aircraft will remain in service for up to fifteen years resulting in higher yields once fully depreciated. In addition, our maintenance costs will be much less considering the first year warranty and the fact these planes will not be in need of constant age related repairs.

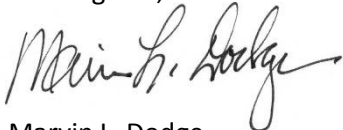
To provide the maximum protection for our students and instructors, Cirrus is the only airplane manufacturer that offers a parachute for the aircraft itself. If the plane experiences an engine loss, or some other catastrophic failure, the parachute is designed to float the airplane safely to the ground. We believe this feature, combined with airbags and an enhanced structural frame surrounding the cockpit, provides the safest possible option for our students and instructors.

We have approval from our Board of Trustees, as required in Policy R587 *Contract or Lease-Purchase Financing*, to enter into a Capital Lease contract for up to \$11.5 million for the financing of aircraft purchases. We received bids from five separate financial institutions with the best terms to date from Zions Bank Public Finance. We have a commitment for a tax-exempt interest rate between 2.65% - 2.85% over a seven (7) year term. Current lease obligations are being paid entirely from student lab fees, which cover the aircraft, fuel, maintenance, and instructor costs. At lower capital costs, the current lab fee structure will be sufficient to cover the Capital Lease payments outlined without E&G funding support. The following table outlines our projected funding needs.

| Aircraft Type | Quantity | Total Price |
|-------------------------------------|----------------------------|---------------------|
| Cirrus SR20 Fixed Wing | 10 by August 2017 | \$4,000,000 |
| Cirrus SR20 Fixed Wing | Up to 5 additional in 2018 | \$2,000,000 |
| Beechcraft Baron twin engine (used) | 1 purchased Jan 2017 | \$ 171,000 |
| R44 Cadet rotor-wing (new) | 3 by August 2017 | \$1,140,000 |
| R44 Raven rotor-wing (new) | 3 by August 2017 | \$1,500,000 |
| Rebuilt R44 rotor-wing | 3 by Summer 2017 | \$1,100,000 |
| R44 Cadet/Raven rotor-wing (new) | Up to 3 additional in 2018 | \$1,300,000 |
| Total Estimated Costs | | \$11,211,000 |

The purchase of these aircraft will allow SUU to continue reducing the overall costs of its Aviation Program, and enhance both safety and efficiency. I look forward to responding to any questions that may arise during the March 31, 2017, Board of Regents meeting.

Best regards,



Marvin L. Dodge

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Higher Education Assistance Authority – Series 2017.1 Student Loan Backed Notes

Issue

The Utah Higher Education Assistance Authority (UHEAA) closed its Series 2017-1 Student Loan Backed Notes, totaling \$420 million, on February 9, 2017 at an initial interest rate of 1.69%. With the completion of this third and final transaction related to the purchase of the Bank of America student loan portfolio, the temporary \$1.66 billion warehouse from the Royal Bank of Canada is completely retired.

Background

Regent Policy R590, *Issuance of Bonds for Colleges and Universities* requires the Office of the Commissioner to report the results of the final bond pricing to the Board at the next scheduled meeting after the closing. In March 2015 the Board authorized the issuance of several series of permanent financings in the aggregate amount of \$1.8 billion to retire an existing student loan warehouse facility. The warehouse facility was originally established as a temporary loan from the Royal Bank of Canada to purchase a \$1.8 billion student loan portfolio from the Bank of America. The warehouse was completely refinanced with the issuance of the Series 2017-1 notes on February 9, 2017 in conformity with the parameters approved by the Regents. UHEAA's bonds continue to have a strong reputation in the market and receive the top financial ratings available on student loan transactions. Presented in the table below is a summary of the bonds issued to refinance the warehouse.

| Description | 2015-1 Indenture | 2016-1 Indenture | 2017-1 Indenture |
|------------------------------|--|--|------------------|
| Senior Series A (millions) * | \$415.5 | \$452.3 | \$402.2 |
| Transaction Date | June 12, 2015 | October 27, 2016 | February 9, 2017 |
| Stated Interest Rate | Libor + .60% | Libor + .75% | Libor + .75% |
| True Interest Cost | Libor + .69% | Libor + .95% | Libor + .87% |
| Bond Price | 99.629% | 99.219% | 99.512% |
| Ratings Fitch/S&P | AAA/AA+ | AAA/AA+ | AAA/AA+ |
| Lead Investors: | Charles Schwab Goldman Sachs TD Bank | PIMCO Goldman Sachs Bank of New York State of Tennessee | PIMCO |

*To provide credit enhancement for the Series A bonds, the Board also issued subordinate Series B bonds in connection with each transaction. In each issue, the subordinate bonds were less than 4.25% of the total transaction and conformed to the parameters approved by the Regents.

Not to Exceed Parameters as Approved (Actual in Red)

| | |
|--|---|
| • Total Principal Amount | \$1,800,000,000 \$1,270,000,000 |
| • Authorizing Period To Issue Notes | 2.5 Years (September 27, 2017) 1.87 years (February 9, 2017) |
| • Interest Rate | |
| Senior Notes | 1M LIBOR + 1.0% 1M LIBOR + 0.70% |
| Subordinate Notes | 1M LIBOR + 2.0% 1M LIBOR + 1.50% |
| In any event, not to exceed: | 25% |
| • Discount from Par | |
| Senior Notes | 5% (0.55%) |
| Subordinate Notes | 5% (9.66%) |
| • Maximum Maturity (from date of issuance) | |
| Senior Notes | 40 Years (36 years) |
| Subordinate Notes | 40 Years (36 years) |
| • Underwriters Discount | .60% (0.514%) |

With the warehouse retired and the permanent financing in place, UHEAA expects to achieve the operating spreads and economic benefits discussed previously with the Board. UHEAA staff will be at the Board meeting to answer any questions.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/DAF/DSS

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: 2017 Legislative Session Report including Budget & Capital Update

Issue

The Commissioner's staff has prepared a summary of the legislative outcomes from the 2017 General Session, which ended March 9, 2017 for Board review. The report highlights funding for operating and capital development budgets and key legislation impacting the Utah System of Higher Education (USHE). This report covers three areas: budget, capital development and other legislative action pertaining to higher education.

Background

Budget

Beginning July 1, 2017, the Legislature approved a \$55.1 million increase (6.2%) in ongoing tax funds and a one-time increase of \$6.2 million (0.7%) for Higher Education. The items funded included \$25.8 million to support a two percent salary and wage increase and an eight percent increase for health insurance; \$8 million for the Regents' Scholarship program; \$6.5 million for Performance Based Funding; \$6.2 million to support the Huntsman Cancer Institute (which includes replacement of Tobacco Settlement funds); \$4 million for the Engineering Initiative; and \$3.5 million to support New Student Growth.

There were two significant funding directives this year discussed by the Legislature that could have negatively impacted FY 2018 institutional base budgets and student tuition rates. First, USHE (along with other state agencies) was asked to reduce two percent (\$17.6 million) of its existing base budget for reallocation (HB 1). Institutions were asked to present detailed lists of programs and services impacted and highlight other significant efforts of internal reallocation. Ultimately, the two percent funding was restored. The second directive was related to compensation funding and the mix between tax funds and tuition. Beginning in 2007, the legislature had an ongoing agreement with USHE to fund compensation with 75 percent tax funds and 25 percent tuition in order to help mitigate tuition increases for USHE students. This year, Executive Appropriations Committee (EAC) was asked to consider funding compensation using the current mix of tax funds to tuition by institution (system-wide approximately 50/50), which would have required an additional \$7.3 million in new tuition revenues. EAC, however, agreed to maintain the 75/25 funding mix agreement for 2018 and recommended continuing for 2019 as well to demonstrate its commitment to help mitigate future tuition increases.

Similar to years past, legislative intent language was passed that provided additional detailed instructions regarding how funds are to be used by USHE institutions. Several significant items of note include:

1. Institutions are to report on at least three self-identified performance measures by October 15, 2018 (HB 1);
2. The compensation bill for the 2018 Legislative session will be based on 75% tax funds/25% tuition mix for each line item containing tax and tuition (SB3);
3. Engineering initiative funds will be distributed based on graduates in STEM degrees (SB 3);
4. Performance funding provisions (SB117); and
5. Authorization for institutions to purchase new motor pool vehicles as requested (SB 2). The Commissioners office will be working with institutions to provide the information requested.

Capital Development

State-funded capital development projects: The Legislature approved, and authorized funding over a multi-year period, three new USHE capital development projects as well as one land bank request:

| Capital Development Projects | FY 2018 Cash Funding | FY 2019 Commitment | FY 2020 Commitment |
|--|-------------------------|-----------------------|-----------------------|
| UU Medical Education and Discovery Complex | \$ 5,000,000 | \$25,000,000 | \$20,000,000 |
| DSU Human Performance Center | \$ 8,000,000 | \$17,000,000 | |
| WSU Social Sciences Building | \$14,000,000 | \$15,940,000 | |
| Snow Ephraim Land Bank | \$ 555,000 | | |

The funding commitments in FY 2019 and FY 2020 are backed by intent language in the appropriation bill documenting the Legislature's intent to fund these projects as well as a \$46 million appropriation beginning in FY 2019 for the base budget of a new line item specifically dedicated to higher education capital projects. While the Legislature cannot bind a future legislature, these actions represent a strong commitment for future funding and, when considered in their entirety, represent a \$105,495,000 commitment to higher education facilities (comparable to last year's \$106,915,100 appropriation). These appropriations are in addition to \$20 million appropriated in the base budget for FY 2018 to finish the funding for the USU Biological Sciences Building (\$10 million) and the UVU Performing Arts Building (\$10 million). The Legislature also appropriated ongoing funding of \$1.5 million for operation and maintenance for the three new facilities.

State-funded capital improvement projects: State statute requires the Legislature to fund capital improvements at 1.1 percent of the replacement value of state buildings, which for FY 2018 is \$119,068,600. The legislature funded the entire amount including an increase of \$1,244,500 with ongoing appropriations, which will remain in the base budget for future years. USHE institutions historically receive between 55 to 60 percent of the capital improvement funding, which will be allocated by the State Building Board in April.

Other-funds capital development projects: The Legislature authorized the State Board of Regents to issue \$8.3 million of revenue bonds for the University of Utah Guest House expansion and \$4.7 million of revenue bonds for the Dixie State University Legend Solar Stadium expansion. The Legislature also authorized the Board of Regents to issue \$190 million of revenue bonds to support the construction of the University of Utah Medical Education and Discovery Complex and Rehabilitation Hospital and \$16 million of revenue to support the construction of the Dixie State University Human Performance Center.

In addition to revenue bonds for buildings, the Legislature also authorized \$14 million for the construction of a pedestrian walkway connecting UVU to the Frontrunner station in Orem. The project will receive \$4 million from a loan authorized in Senate Bill 277, *Highway General Obligation Bonds*, which will be repaid by the Utah Transit Authority. The Utah Department of Transportation will contribute an additional \$7 million to the pedestrian bridge and the University will contribute the final \$3 million.

Legislative Actions:

The Commissioner's Office, in coordination with USHE institutions, monitored over 100 legislative bills throughout the 2017 Legislative Session. A more exhaustive summary of legislation that was adopted and failed legislation is attached. The Commissioner's Office worked on amendments to legislation, took positions on key legislation as directed by the Board, and worked closely with legislators to ensure the position of the Board and USHE institutions were clearly represented. Below is a summary of a few key measures passed during the 2017 Legislative Session:

House Concurrent Resolution 16: Concurrent Resolution Declaring Mental Health Issues to be a Public Health Crisis at Utah Higher Education Institutions (Redd), declares mental health issues to be a public health crisis at Utah higher education institutions. It strongly urges state agencies, local health authorities, non-profit groups, and higher education entities to seek productive, long-term solutions to address this crisis.

Senate Bill 9: Revenue Bond and Capital Facilities Amendments (Harper), clarifies that programming does not constitute phase funding and allows institutions and agencies to program a new facility without legislative authorization. Design and construction, unless funded by non-state sources, still require legislative authorization.

Senate Bill 117: Performance Funding Revisions (Millner), provides ongoing funding dedicated to the performance outcomes proposed by the Board of Regents and adopted by the Legislature in 2015. The Legislature appropriated \$6.5 Million for FY 2018 to begin to fulfill the intent of the legislation that doesn't officially take effect until FY 2019.

Senate Bill 238: Higher Education Governance Revisions (Millner), makes several changes to the governance of public higher education in Utah. The legislation clarifies the roles and mission of the Board of Regents and Boards of Trustees and changes how Regents are appointed by the Governor. The legislation also changes how new academic programs are approved, codifies how presidential searches are to be conducted, and defines the primary missions of USHE institutions. The legislation changes the name of the Utah College of Applied Technology to the Utah System of Technical Colleges. The Commissioner and the Board's Executive committee worked closely with the bill sponsor on clarifying amendments.

Senate Bill 256: Regents' Scholarship Amendments (Hillyard), makes administrative changes to the scholarship program to improve the student application experience as well as enhance coordination with institutions award recipients attend. This will ensure better use of state aid resources as well as create an overall better experience for students. This legislation does not alter or weaken the existing academic requirements for the scholarship. It also removes outdated statute.

Attachments:

The following documents detail the results of actions taken during the 2017 Legislative Session:

- Summary of Appropriations, 2017 General Session (Tax Funds Only)
- Legislative Action on Capital Facilities
- 2017-18 Tax Fund Appropriations by Institution
- Comparison of New Appropriated Ongoing Operating Budgets
- 2017-18 Appropriations Detail (5 pages)
- Operating Budget Comparison
- Legislative Bill Summary
- Summary of S.B. 238

Commissioner's Recommendation

This item is an information item only; no action is required, however it is recommended that the Board thank the Presidents, their legislative liaisons and budget staff, student leaders, the Commissioners staff, and all who assisted with the legislative session.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/SJ/BLS
Attachments

Summary of Appropriations, 2017 General Session (Tax Funds Only)

(Includes 8 Two- & Four-year Institutions, SBR Statewide Programs, and SBR Administration)

| | <u>Appropriations</u> | <u>% Change From Base</u> |
|--|-----------------------|-------------------------------|
| 2017-18 Beginning On-going Appropriations Base Budget | \$881,771,600 | |
| <hr/> | | |
| 2017-18 On-going Adjustments | | |
| Program Increases ⁽¹⁾ | 55,058,000 | 6.2% |
| Subtotal - On-going Adjustments | \$55,058,000 | 6.2% |
| 2017-18 On-going Budget | \$936,829,600 | 6.2% |
| 2017-18 One-time Adjustments | | |
| Program Increases ⁽²⁾ | 6,199,400 | 0.7% |
| Subtotal - One-time Adjustments | \$6,199,400 | 0.7% |
| 2017-18 Appropriation (Base plus 2017-18 Adjustments) | \$943,029,000 | 6.9% |

(1) Program Increases - Ongoing

| | |
|---|------------|
| Compensation (including tuition mitigation) | 17,142,900 |
| Health Insurance (including tuition mitigation) | 8,673,000 |
| Regents' Scholarships | 8,000,000 |
| Huntsman Cancer Institute (Replacement) | 4,000,000 |
| Engineering Initiative | 4,000,000 |
| New Student Growth | 3,500,000 |
| Student Athlete Performance | 3,100,000 |
| Huntsman Cancer Institute Operations | 2,240,000 |
| Strategic Workforce Investment | 2,025,600 |
| Family Medicine Residency Expansion | 1,200,000 |
| SAFE Utah | 550,000 |
| Corrections Education Programming | 313,400 |
| STEM Pipeline | 300,000 |
| Natural History Museum | 200,000 |
| Public Safety Officers | 200,000 |
| Student Prosperity Savings | 10,000 |
| 911 Emergency Services | (17,900) |
| Internal Service Fund (ISF) Rate Impact | (69,000) |
| Statewide Data Alliance | (310,000) |

Total Program Increases - Ongoing

\$55,058,000

(2) Program Increases - One-Time

| | |
|--------------------------------|-----------|
| Performance Based | 6,500,000 |
| Student Prosperity Savings | 40,000 |
| Strategic Workforce Investment | (340,600) |

Total Program Increases - One-Time

6,199,400

| |
|---|
| Utah System of Higher Education 2017 General Session Legislative Action on Capital Facilities (2017-18) |
|---|

| State-Funded Capital Improvements | General Fund | Education Fund | Total |
|--|---------------|----------------|-----------------------|
| State-Funded Capital Improvements (H.B. 6 and S.B. 2)* | \$ 60,156,600 | \$ 58,912,000 | \$ 119,068,600 |
| Total - State-Funded Capital Improvements | | | \$ 119,068,600 |

*Capital Improvement Funds are appropriated to the State Building Board to allocate for requested projects. USHE typically receives 55-60 percent.

| State-Funded Capital Projects | | | | |
|--|--|----------------------|-------------|---------------------|
| Bill | Project | Cash | GO Bond | State O&M |
| SB 2 | UU - Medical Education and Discovery Complex | \$ 5,000,000 | * | \$ 473,400 |
| SB 2 | DSU - Human Performance Center | 8,000,000 | ** | 595,000 |
| SB 2 | WSU - Social Sciences Building | 14,000,000 | ** | 432,200 |
| SB 3 | Snow - Land Bank | 555,000 | | - |
| Total - State-Funded Capital Development Projects | | \$ 27,555,000 | \$ - | \$ 1,500,600 |

*Intent language in the appropriations bill commits \$25,000,000 next year (2018-19) and \$20,000,000 the year after (2019-2020) to complete the UU project.

**Intent language in the appropriations bill commits \$15,940,000 to WSU and \$17,000,000 to DSU next year (2018-19) to complete the projects.

| Other Funds Projects | | | | |
|-------------------------------------|--|---------------------------|-----------------------|-------------|
| Bill | Project | Funding Source | Amount | State O&M |
| SB 9 | UU - Guest House | Rev. Bond: Rental Fees | \$ 8,250,000 | \$ - |
| SB 9 | DSU - Legend Solar Stadium expansion | Rev. Bond: Donations | 4,700,000 | - |
| SB 9 | UU - MED Complex and Rehabilitation Hospital | Rev. Bond: Donation/ Clin | 190,000,000 | see above |
| SB 9 | DSU - Human Performance Center | Rev. Bond: Student Fees | 16,000,000 | see above |
| SB 277 | UVU - Pedestrian Access and Crossing from Public Transit | GO Bond/UDOT/Institution | 14,000,000 | *** |
| Total - Other Funds Projects | | | \$ 232,950,000 | \$ - |

*** \$4 million of General Obligation bond proceeds will be deposited in the Transportation Infrastructure Loan Fund for this project and will be repaid by UTA; an additional \$7 million will be contributed by the Department of Transportation; and UVU will contribute \$3 million of

2017-18 Tax Fund Appropriations by Institution

| (a) | (b) | | (c) | | (d) | | (e) |
|--|------------------------------|----------|---------------------------------|----------|--------------------------|----------|-----------------------------|
| 2017-18 Beginning On- Going Budget | 2017-18 Ongoing Changes** | | 2017-18 One-time Changes *** | | 2017-18 Total Changes | | 2017-18 Operating Budget |
| Amount | Amount | % Change | Amount | % Change | Amount | % Change | Amount |

2 & 4 Year Institutions

| | | | | | | | | |
|----------------------------------|----------------------|---------------------|-------------|--------------------|-------------|---------------------|-------------|----------------------|
| University of Utah | \$286,210,300 | \$18,067,700 | 6.3% | \$0 | 0.0% | \$18,067,700 | 6.3% | \$304,278,000 |
| Utah State University | 197,171,600 | 5,610,400 | 2.8% | 0 | 0.0% | \$5,610,400 | 2.8% | 202,782,000 |
| Weber State University | 80,640,100 | 2,582,400 | 3.2% | 0 | 0.0% | \$2,582,400 | 3.2% | 83,222,500 |
| Southern Utah University | 35,533,100 | 3,143,400 | 8.8% | 0 | 0.0% | \$3,143,400 | 8.8% | 38,676,500 |
| Snow College | 22,996,900 | 851,800 | 3.7% | 0 | 0.0% | \$851,800 | 3.7% | 23,848,700 |
| Dixie State University | 33,170,500 | 1,855,500 | 5.6% | 0 | 0.0% | \$1,855,500 | 5.6% | 35,026,000 |
| Utah Valley University | 102,229,600 | 5,977,300 | 5.8% | 0 | 0.0% | \$5,977,300 | 5.8% | 108,206,900 |
| Salt Lake Community College | 93,522,800 | 3,300,800 | 3.5% | 250,600 | 0.3% | \$3,551,400 | 3.8% | 97,074,200 |
| SBR Statewide Programs & Adm* | 30,236,700 | 13,668,700 | 45.2% | 5,948,800 | 19.7% | \$19,617,500 | 64.9% | 49,854,200 |
| Subtotal - 2 & 4 year | \$881,711,600 | \$55,058,000 | 6.2% | \$6,199,400 | 0.7% | \$61,257,400 | 6.9% | \$942,969,000 |

Notes:

*The increases for SBR Statewide Programs are a result of appropriations which will directly flow to institutions or students

**Refer to 2017-18 appropriation detail regarding on-going budget changes

***Refer to 2017-18 appropriation detail regarding one-time budget changes

Comparison of New Appropriated Ongoing Operating Budgets

Recommendations and Appropriations for Recent Years ⁽¹⁾

| | INCREASE FROM PREVIOUS YEAR | | INCREASE FROM PREVIOUS YEAR | | USHE Share of |
|--------------------------------|-----------------------------|--------|-----------------------------|--------|--------------------------------|
| | TOTAL EXPENDITURES | | STATE TAX FUNDS | | State Tax Funds ⁽²⁾ |
| 2007-08 | | | | | |
| Regents' Request | \$88,674,800 | 8.7% | \$77,471,200 | 11.9% | |
| Gov. Huntsman's Recommendation | \$80,668,700 | 7.9% | \$61,454,600 | 9.5% | |
| Final Appropriation | \$93,324,200 | 9.1% | \$82,120,600 | 12.6% | 12.9% |
| 2008-09 | | | | | |
| Regents' Request | \$102,285,200 | 9.1% | \$94,432,700 | 12.9% | |
| Gov. Huntsman's Recommendation | \$74,278,800 | 6.6% | \$61,762,900 | 8.4% | |
| Final Appropriation | \$42,674,900 | 3.8% | \$34,822,400 | 4.8% | 14.2% |
| 2009-10 | | | | | |
| Regents' Request | \$37,488,600 | 3.4% | \$37,488,600 | 5.5% | |
| Gov. Huntsman's Recommendation | (\$75,792,000) | -6.8% | (\$75,792,000) | -11.1% | |
| Final Appropriation | (\$126,348,200) | -11.4% | (\$126,348,200) | -18.5% | 14.2% |
| 2010-11 | | | | | |
| Regents' Request | \$61,478,900 | 5.6% | \$61,478,900 | 9.6% | |
| Gov. Herbert's Recommendation | \$3,953,900 | 0.4% | \$3,953,900 | 0.6% | |
| Final Appropriation | \$33,393,200 | 3.0% | \$33,393,200 | 5.2% | 13.5% |
| 2011-12 | | | | | |
| Regents' Request | \$39,950,100 | 3.4% | \$39,950,100 | 5.9% | |
| Gov. Herbert's Recommendation | (\$289,100) | 0.0% | (\$289,100) | 0.0% | |
| Final Appropriation | (\$12,713,600) | -1.1% | (\$12,713,600) | -1.9% | 12.8% |
| 2012-13 | | | | | |
| Regents' Request | \$61,939,900 | 4.9% | \$61,939,900 | 9.4% | |
| Gov. Herbert's Recommendation | \$16,064,700 | 1.3% | \$16,064,700 | 2.4% | |
| Final Appropriation | \$21,348,600 | 1.7% | \$21,348,600 | 3.2% | 12.3% |
| 2013-14 | | | | | |
| Regents' Request | \$70,681,300 | 5.4% | \$70,681,300 | 10.4% | |
| Gov. Herbert's Recommendation | \$44,885,300 | 3.5% | \$44,885,300 | 6.6% | |
| Final Appropriation | \$41,012,300 | 3.2% | \$41,012,300 | 6.0% | 12.4% |
| 2014-15 | | | | | |
| Regents' Request | \$141,083,900 | 10.1% | \$141,083,900 | 19.5% | |
| Gov. Herbert's Recommendation | \$39,075,900 | 2.8% | \$39,075,900 | 5.4% | |
| Final Appropriation | \$81,539,800 | 5.9% | \$81,539,800 | 11.3% | 12.8% |
| 2015-16 | | | | | |
| Regents' Request | \$78,396,100 | 5.2% | \$78,396,100 | 9.7% | |
| Gov. Herbert's Recommendation | \$47,094,600 | 3.1% | \$47,094,600 | 5.9% | |
| Final Appropriation | \$39,700,200 | 2.6% | \$39,700,200 | 4.9% | 12.4% |
| 2016-17 | | | | | |
| Regents' Request | \$76,207,500 | 4.8% | \$76,207,500 | 9.0% | |
| Gov. Herbert's Recommendation | \$48,596,100 | 3.1% | \$48,596,100 | 5.7% | |
| Final Appropriation | \$36,525,300 | 2.3% | \$36,525,300 | 4.3% | 12.6% |
| 2017-18 | | | | | |
| Regents' Request | \$74,296,000 | 4.5% | \$74,296,000 | 8.4% | |
| Gov. Herbert's Recommendation | \$37,522,100 | 2.3% | \$37,522,100 | 4.3% | |
| Final Appropriation | \$55,058,000 | 3.3% | \$55,058,000 | 6.2% | |

(1) Includes ongoing requests, recommendations and appropriations of USHE institutions and Board of Regents line items.

(2) This column includes both ongoing and one-time appropriations (Taken from USHE Data Book Tab G Table 4).

2017-18 Appropriations Detail (including 2016-17 Supplementals)

March, 2017

Utah System of Higher Education Total

| | USHE TOTAL | University of Utah | Utah State University | Weber State University | Southern Utah University | Snow College | Dixie State University | Utah Valley University | Salt Lake Community College | SBR/ Statewide Programs |
|--|---------------|--------------------|-----------------------|------------------------|--------------------------|--------------|------------------------|------------------------|-----------------------------|-------------------------|
| 2016-17 Appropriated Budget (Includes Ongoing, One-time, and Specific Appropriations -- Ties to Legislative Appropriations Acts) | | | | | | | | | | |
| Total Expenditures | 1,631,326,800 | 567,426,500 | 337,179,900 | 151,136,800 | 71,720,900 | 34,365,500 | 59,874,500 | 209,853,200 | 154,854,700 | 44,914,800 |
| Tax Fund Expenditures | 889,763,600 | 284,544,200 | 195,484,200 | 80,640,100 | 35,359,100 | 22,674,900 | 33,320,500 | 101,061,600 | 92,642,300 | 44,036,700 |
| General Fund | 375,521,800 | 98,130,200 | 109,149,000 | 62,815,400 | 11,526,200 | 2,899,600 | 2,395,600 | 58,032,700 | 14,368,000 | 16,205,100 |
| Education Fund | 514,241,800 | 186,414,000 | 86,335,200 | 17,824,700 | 23,832,900 | 19,775,300 | 30,924,900 | 43,028,900 | 78,274,300 | 27,831,600 |
| Dedicated Credits | 725,191,800 | 272,929,100 | 135,580,600 | 70,496,700 | 36,361,800 | 11,690,600 | 26,554,000 | 108,791,600 | 62,212,400 | 575,000 |
| Mineral Lease | 1,745,800 | 0 | 1,745,800 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federal Funds | 4,205,400 | 0 | 3,902,300 | 0 | 0 | 0 | 0 | 0 | 0 | 303,100 |
| Cigarette Tax | 4,800,000 | 4,800,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tobacco Settlement | 4,000,000 | 4,000,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Trust Funds/Other | 1,620,200 | 1,153,200 | 467,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 Adjustments to Appropriated Budget (including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations) | | | | | | | | | | |
| Total Expenditures | 35,729,500 | 9,694,000 | 4,855,400 | 2,327,400 | 5,436,200 | 878,000 | 629,500 | 10,329,800 | 1,654,200 | (75,000) |
| Adjustments | | | | | | | | | | |
| Tuition Work Program Revision | 33,941,000 | 9,694,000 | 4,761,400 | 2,107,400 | 5,436,200 | 579,000 | 534,500 | 10,329,800 | 573,700 | (75,000) |
| O&M SLCC CTE Center | 1,080,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,080,500 | 0 |
| Strategic Workforce Initiative | 704,000 | 0 | 90,000 | 220,000 | 0 | 299,000 | 95,000 | 0 | 0 | 0 |
| Reallocate Cigarette Tax | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Streambed Access Mapping (SB3) | 4,000 | 0 | 4,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Financing | | | | | | | | | | |
| General Fund | 1,504,000 | 1,500,000 | 4,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Education Fund | 1,784,500 | 0 | 90,000 | 220,000 | 0 | 299,000 | 95,000 | 0 | 1,080,500 | 0 |
| Dedicated Credits | 33,941,000 | 9,694,000 | 4,761,400 | 2,107,400 | 5,436,200 | 579,000 | 534,500 | 10,329,800 | 573,700 | (75,000) |
| Cigarette Tax | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tobacco Settlement | (1,500,000) | (1,500,000) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 Revised Authorized Budget (Includes Ongoing, One-time, Supplementals, Allocations, and Dedicated Credit Adjustments) TAX FUNDS TIE TO A-1 ACTUALS | | | | | | | | | | |
| Total Expenditures | 1,667,056,300 | 577,120,500 | 342,035,300 | 153,464,200 | 77,157,100 | 35,243,500 | 60,504,000 | 220,183,000 | 156,508,900 | 44,839,800 |
| Tax Fund Expenditures | 893,052,100 | 286,044,200 | 195,578,200 | 80,860,100 | 35,359,100 | 22,973,900 | 33,415,500 | 101,061,600 | 93,722,800 | 44,036,700 |
| General Fund | 377,025,800 | 99,630,200 | 109,153,000 | 62,815,400 | 11,526,200 | 2,899,600 | 2,395,600 | 58,032,700 | 14,368,000 | 16,205,100 |
| Education Fund | 516,026,300 | 186,414,000 | 86,425,200 | 18,044,700 | 23,832,900 | 20,074,300 | 31,019,900 | 43,028,900 | 79,354,800 | 27,831,600 |
| Dedicated Credits | 759,132,800 | 282,623,100 | 140,342,000 | 72,604,100 | 41,798,000 | 12,269,600 | 27,088,500 | 119,121,400 | 62,786,100 | 500,000 |
| Mineral Lease | 1,745,800 | 0 | 1,745,800 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federal Funds | 4,205,400 | 0 | 3,902,300 | 0 | 0 | 0 | 0 | 0 | 0 | 303,100 |
| Cigarette Tax | 4,800,000 | 4,800,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tobacco Settlement | 2,500,000 | 2,500,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Trust Funds/Other | 1,620,200 | 1,153,200 | 467,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tax Funds % Change from Ongoing Base | 0.4% | 0.5% | 0.0% | 0.3% | 0.0% | 1.3% | 0.3% | 0.0% | 1.2% | -0.2% |

Back out 2016-17 One-time Appropriations from Base

| | | | | | | | | | | |
|--------------------|-------------|-------------|-----------|-----------|---------|--------|-----------|-----------|-----------|--------------|
| Total Expenditures | (6,965,500) | 4,466,100 | 1,593,400 | (220,000) | 174,000 | 23,000 | (245,000) | 1,168,000 | (200,000) | (13,725,000) |
| General Fund | (2,704,000) | (2,700,000) | (4,000) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2017-18 Appropriations Detail (including 2016-17 Supplementals)

March, 2017

Utah System of Higher Education Total

| | USHE TOTAL | University of Utah | Utah State University | Weber State University | Southern Utah University | Snow College | Dixie State University | Utah Valley University | Salt Lake Community College | SBR/ Statewide Programs |
|--------------------|-------------|--------------------|-----------------------|------------------------|--------------------------|--------------|------------------------|------------------------|-----------------------------|-------------------------|
| Education Fund | (8,636,500) | 2,866,100 | 1,597,400 | (220,000) | 174,000 | 23,000 | (245,000) | 1,168,000 | (200,000) | (13,800,000) |
| Dedicated Credits | 75,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75,000 |
| Cigarette Tax | 2,800,000 | 2,800,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tobacco Settlement | 1,500,000 | 1,500,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Trust Funds/Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2017-18 Beginning Base Budget (2016-17 Appropriated less 2016-17 One-time)

| | | | | | | | | | | |
|-----------------------|---------------|-------------|-------------|-------------|------------|------------|------------|-------------|-------------|------------|
| Total Expenditures | 1,660,090,800 | 581,586,600 | 343,628,700 | 153,244,200 | 77,331,100 | 35,266,500 | 60,259,000 | 221,351,000 | 156,308,900 | 31,114,800 |
| Tax Fund Expenditures | 881,711,600 | 286,210,300 | 197,171,600 | 80,640,100 | 35,533,100 | 22,996,900 | 33,170,500 | 102,229,600 | 93,522,800 | 30,236,700 |
| General Fund | 374,321,800 | 96,930,200 | 109,149,000 | 62,815,400 | 11,526,200 | 2,899,600 | 2,395,600 | 58,032,700 | 14,368,000 | 16,205,100 |
| Education Fund | 507,389,800 | 189,280,100 | 88,022,600 | 17,824,700 | 24,006,900 | 20,097,300 | 30,774,900 | 44,196,900 | 79,154,800 | 14,031,600 |
| Dedicated Credits | 759,207,800 | 282,623,100 | 140,342,000 | 72,604,100 | 41,798,000 | 12,269,600 | 27,088,500 | 119,121,400 | 62,786,100 | 575,000 |
| Mineral Lease | 1,745,800 | 0 | 1,745,800 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federal Funds | 4,205,400 | 0 | 3,902,300 | 0 | 0 | 0 | 0 | 0 | 0 | 303,100 |
| Cigarette Tax | 7,600,000 | 7,600,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tobacco Settlement | 4,000,000 | 4,000,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Trust Funds/Other | 1,620,200 | 1,153,200 | 467,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2017-18 Ongoing Base Corrections, Transfers, and Adjustments

| | | | | | | | | | | |
|---|--------------|--------------|-------------|-------------|-----------|-----------|-----------|-------------|-------------|-----------|
| Total Expenditures | (13,338,100) | (5,724,200) | 0 | (1,421,700) | (710,700) | (391,300) | (570,300) | (2,044,600) | (1,870,500) | (604,800) |
| Adjustments | (17,193,300) | (5,724,200) | (3,855,200) | (1,421,700) | (710,700) | (391,300) | (570,300) | (2,044,600) | (1,870,500) | (604,800) |
| Strategic Workforce Initiative (2016 SB103) | 450,000 | 0 | 90,000 | 195,000 | 0 | 70,000 | 95,000 | 0 | 0 | 0 |
| 2% Base Budget Reallocation (HB1) | (17,643,300) | (5,724,200) | (3,945,200) | (1,616,700) | (710,700) | (461,300) | (665,300) | (2,044,600) | (1,870,500) | (604,800) |
| Financing | | | | | | | | | | |
| General Fund | (77,511,800) | (77,500,000) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | (11,800) |
| Education Fund | 64,173,700 | 71,775,800 | 0 | (1,421,700) | (710,700) | (391,300) | (570,300) | (2,044,600) | (1,870,500) | (593,000) |

2017-18 Adjusted Beginning Base Budget

| | | | | | | | | | | |
|-----------------------|---------------|-------------|-------------|-------------|------------|------------|------------|-------------|-------------|------------|
| Total Expenditures | 1,642,897,500 | 575,862,400 | 339,773,500 | 151,822,500 | 76,620,400 | 34,875,200 | 59,688,700 | 219,306,400 | 154,438,400 | 30,510,000 |
| Tax Fund Expenditures | 864,518,300 | 280,486,100 | 193,316,400 | 79,218,400 | 34,822,400 | 22,605,600 | 32,600,200 | 100,185,000 | 91,652,300 | 29,631,900 |
| General Fund | 296,810,000 | 19,430,200 | 109,149,000 | 62,815,400 | 11,526,200 | 2,899,600 | 2,395,600 | 58,032,700 | 14,368,000 | 16,193,300 |
| Education Fund | 567,708,300 | 261,055,900 | 84,167,400 | 16,403,000 | 23,296,200 | 19,706,000 | 30,204,600 | 42,152,300 | 77,284,300 | 13,438,600 |
| Dedicated Credits | 759,207,800 | 282,623,100 | 140,342,000 | 72,604,100 | 41,798,000 | 12,269,600 | 27,088,500 | 119,121,400 | 62,786,100 | 575,000 |
| Mineral Lease | 1,745,800 | 0 | 1,745,800 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federal Funds | 4,205,400 | 0 | 3,902,300 | 0 | 0 | 0 | 0 | 0 | 0 | 303,100 |
| Cigarette Tax | 7,600,000 | 7,600,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tobacco Settlement | 4,000,000 | 4,000,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Trust Funds/Other | 1,620,200 | 1,153,200 | 467,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2017-18 Ongoing Base Adjustments

| | | | | | | | | | | |
|----------------------------------|-------------|-------------|-----------|-----------|---------|---------|---------|-----------|-----------|---------|
| Total Expenditures | 17,643,300 | 5,724,200 | 3,945,200 | 1,616,700 | 710,700 | 461,300 | 665,300 | 2,044,600 | 1,870,500 | 604,800 |
| Tax Fund Expenditures | 21,643,300 | 9,724,200 | 3,945,200 | 1,616,700 | 710,700 | 461,300 | 665,300 | 2,044,600 | 1,870,500 | 604,800 |
| Adjustments | | | | | | | | | | |
| 2% Base Budget Restoration (SB2) | 17,643,300 | 5,724,200 | 3,945,200 | 1,616,700 | 710,700 | 461,300 | 665,300 | 2,044,600 | 1,870,500 | 604,800 |
| Cancer Research (Tobacco) | (4,000,000) | (4,000,000) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2017-18 Appropriations Detail (including 2016-17 Supplementals)

March, 2017

Utah System of Higher Education Total

| | USHE TOTAL | University of Utah | Utah State University | Weber State University | Southern Utah University | Snow College | Dixie State University | Utah Valley University | Salt Lake Community College | SBR/ Statewide Programs |
|--------------------------------------|-------------|--------------------|-----------------------|------------------------|--------------------------|--------------|------------------------|------------------------|-----------------------------|-------------------------|
| Institutional Reallocations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Financing | | | | | | | | | | |
| General Fund | 4,011,800 | 4,000,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11,800 |
| Education Fund | 17,631,500 | 5,724,200 | 3,945,200 | 1,616,700 | 710,700 | 461,300 | 665,300 | 2,044,600 | 1,870,500 | 593,000 |
| Cigarette Tax | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tobacco Settlement | (4,000,000) | (4,000,000) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 Ongoing Increases | | | | | | | | | | |
| SB8: Compensation | 33,929,400 | 12,015,800 | 7,020,100 | 3,070,700 | 1,580,900 | 732,100 | 1,282,900 | 4,939,400 | 3,172,600 | 114,900 |
| Tax Fund Expenditures | 25,811,700 | 9,083,100 | 5,474,300 | 2,305,500 | 1,186,600 | 556,200 | 962,100 | 3,705,700 | 2,423,300 | 114,900 |
| Salary & Related Benefits 2% (HB8) | 22,527,000 | 8,583,100 | 4,566,400 | 1,982,500 | 1,023,000 | 437,900 | 817,600 | 3,019,700 | 2,019,500 | 77,300 |
| Financing | | | | | | | | | | |
| General Fund | 91,200 | 40,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50,700 |
| Education Fund | 17,048,800 | 6,447,700 | 3,561,200 | 1,488,300 | 767,800 | 334,800 | 613,200 | 2,265,500 | 1,543,700 | 26,600 |
| Dedicated Credits | 5,384,100 | 2,092,000 | 1,005,200 | 494,200 | 255,200 | 103,100 | 204,400 | 754,200 | 475,800 | 0 |
| Trust Funds/Other | 2,900 | 2,900 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Health 8% (HB8) | 11,402,400 | 3,432,700 | 2,453,700 | 1,088,200 | 557,900 | 294,200 | 465,300 | 1,919,700 | 1,153,100 | 37,600 |
| Financing | | | | | | | | | | |
| General Fund | 38,400 | 14,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23,900 |
| Education Fund | 8,633,300 | 2,580,400 | 1,913,100 | 817,200 | 418,800 | 221,400 | 348,900 | 1,440,200 | 879,600 | 13,700 |
| Dedicated Credits | 2,729,400 | 836,500 | 540,600 | 271,000 | 139,100 | 72,800 | 116,400 | 479,500 | 273,500 | 0 |
| Trust Funds/Other | 1,300 | 1,300 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Facilities Support | | | | | | | | | | |
| Tax Fund Expenditures | 1,413,700 | 378,900 | 23,100 | 424,100 | (700) | (4,800) | 594,500 | 18,300 | (8,200) | (11,500) |
| O&M UU Medical Education & Discovery | 473,400 | 473,400 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| O&M WSU Social Science | 432,200 | 0 | 0 | 432,200 | 0 | 0 | 0 | 0 | 0 | 0 |
| O&M DSU Human Performance | 595,000 | 0 | 0 | 0 | 0 | 0 | 595,000 | 0 | 0 | 0 |
| ISF Rates: Risk Management (SB8) | (391,900) | (174,300) | (37,600) | (71,800) | (37,200) | (10,400) | (8,200) | (30,800) | (5,500) | (16,100) |
| ISF Rates: Fleet Motor Pool (SB8) | (65,600) | (23,100) | (25,900) | (5,200) | (300) | (300) | (2,300) | (5,800) | (2,700) | 0 |
| ISF Rates: DFCM (SB8) | 64,400 | 0 | 64,400 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ISF Rates: Unfunded FY 2017 (SB8) | 257,700 | 23,600 | 35,700 | 71,900 | 36,200 | 3,300 | 11,700 | 74,600 | (3,900) | 4,600 |
| 911 Emergency Services (SB198,SB3) | (35,400) | (21,300) | 0 | (10,000) | 0 | 0 | (2,200) | 0 | (1,900) | 0 |
| Financing | | | | | | | | | | |
| General Fund | (11,500) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | (11,500) |
| Education Fund | 1,425,200 | 378,900 | 23,100 | 424,100 | (700) | (4,800) | 594,500 | 18,300 | (8,200) | 0 |
| Dedicated Credits | (83,900) | (100,600) | 13,500 | (7,000) | (600) | (2,600) | (500) | 19,700 | (5,800) | 0 |
| Other Ongoing Increases Expenditures | 25,329,000 | 3,874,900 | 113,000 | 285,000 | 1,957,500 | 300,400 | 893,900 | 2,253,300 | 885,700 | 14,765,300 |
| Ongoing Increases | | | | | | | | | | |
| Student Athlete Performance | 3,100,000 | 0 | 0 | 0 | 1,000,000 | 300,000 | 500,000 | 1,000,000 | 300,000 | 0 |
| Enrollment Growth (SB2) | 3,500,000 | 1,194,900 | 0 | 0 | 807,500 | 400 | 243,900 | 1,253,300 | 0 | 0 |
| Regents' Scholarship (SB2) | 8,000,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8,000,000 |
| Cancer Research (SB2) | 2,240,000 | 2,240,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Family Medicine (SB2) | 1,200,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,200,000 |

2017-18 Appropriations Detail (including 2016-17 Supplementals)

March, 2017

Utah System of Higher Education Total

| | USHE TOTAL | University of Utah | Utah State University | Weber State University | Southern Utah University | Snow College | Dixie State University | Utah Valley University | Salt Lake Community College | SBR/ Statewide Programs |
|---|------------|--------------------|-----------------------|------------------------|--------------------------|--------------|------------------------|------------------------|-----------------------------|-------------------------|
| Natural History Museum (SB2) | 200,000 | 200,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Engineering Initiative (SB2) | 4,000,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4,000,000 |
| Public Safety Officers (SB165) | 200,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 200,000 |
| Student Prosperity Savings (HB24) | 10,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10,000 |
| SAFE Utah (SB2) | 550,000 | 550,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| STEM Pipeline (SB2) | 300,000 | 0 | 0 | 0 | 150,000 | 0 | 150,000 | 0 | 0 | 0 |
| Corrections Education Programming (SB3) | 313,400 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 313,400 | 0 |
| Strategic Workforce Investment (SB3) | 2,025,600 | 0 | 113,000 | 285,000 | 0 | 0 | 0 | 0 | 272,300 | 1,355,300 |
| Statewide Data Alliance (SB194) | (310,000) | (310,000) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Financing | | | | | | | | | | |
| General Fund | 3,763,400 | 2,240,000 | 0 | 0 | 0 | 0 | 0 | 0 | 313,400 | 1,210,000 |
| Education Fund | 21,565,600 | 1,634,900 | 113,000 | 285,000 | 1,957,500 | 300,400 | 893,900 | 2,253,300 | 572,300 | 13,555,300 |

2017-18 Ongoing Appropriated Adjustments, Reductions, and Increases

| | | | | | | | | | | |
|-----------------------|-------------|-------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Total Expenditures | 78,231,500 | 21,893,200 | 11,114,900 | 5,389,500 | 4,247,800 | 1,486,400 | 3,436,100 | 9,275,300 | 5,914,800 | 15,473,500 |
| Tax Fund Expenditures | 74,197,700 | 23,061,100 | 9,555,600 | 4,631,300 | 3,854,100 | 1,313,100 | 3,115,800 | 8,021,900 | 5,171,300 | 15,473,500 |
| General Fund | 7,893,300 | 6,295,000 | 0 | 0 | 0 | 0 | 0 | 0 | 313,400 | 1,284,900 |
| Education Fund | 66,304,400 | 16,766,100 | 9,555,600 | 4,631,300 | 3,854,100 | 1,313,100 | 3,115,800 | 8,021,900 | 4,857,900 | 14,188,600 |
| Dedicated Credits | 8,029,600 | 2,827,900 | 1,559,300 | 758,200 | 393,700 | 173,300 | 320,300 | 1,253,400 | 743,500 | 0 |
| Cigarette Tax | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tobacco Settlement | (4,000,000) | (4,000,000) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Trust Funds/Other | 4,200 | 4,200 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2017-18 Ongoing Appropriated Budget

| | | | | | | | | | | |
|--|---------------|-------------|-------------|-------------|------------|------------|------------|-------------|-------------|------------|
| Total Expenditures | 1,721,129,000 | 597,755,600 | 350,888,400 | 157,212,000 | 80,868,200 | 36,361,600 | 63,124,800 | 228,581,700 | 160,353,200 | 45,983,500 |
| Tax Fund Expenditures | 938,716,000 | 303,547,200 | 202,872,000 | 83,849,700 | 38,676,500 | 23,918,700 | 35,716,000 | 108,206,900 | 96,823,600 | 45,105,400 |
| General Fund | 304,703,300 | 25,725,200 | 109,149,000 | 62,815,400 | 11,526,200 | 2,899,600 | 2,395,600 | 58,032,700 | 14,681,400 | 17,478,200 |
| Education Fund | 634,012,700 | 277,822,000 | 93,723,000 | 21,034,300 | 27,150,300 | 21,019,100 | 33,320,400 | 50,174,200 | 82,142,200 | 27,627,200 |
| Dedicated Credits | 767,237,400 | 285,451,000 | 141,901,300 | 73,362,300 | 42,191,700 | 12,442,900 | 27,408,800 | 120,374,800 | 63,529,600 | 575,000 |
| Mineral Lease | 1,745,800 | 0 | 1,745,800 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federal Funds | 4,205,400 | 0 | 3,902,300 | 0 | 0 | 0 | 0 | 0 | 0 | 303,100 |
| Cigarette Tax | 7,600,000 | 7,600,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tobacco Settlement | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Trust Funds/Other | 1,624,400 | 1,157,400 | 467,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ongoing Tax Funds % Change from Adj. Beg. Base | 8.6% | 8.2% | 4.9% | 5.8% | 11.1% | 5.8% | 9.6% | 8.0% | 5.6% | 52.2% |

2017-18 Appropriated One-time Increases

| | | | | | | | | | | |
|---|-------------|-------------|-------------|-----------|-----------|----------|-----------|-------------|-----------|-----------|
| One-time Increases Total Expenditures | (302,900) | (1,749,200) | (1,463,800) | (432,200) | (349,000) | (25,600) | (595,000) | (1,168,000) | (468,900) | 5,948,800 |
| Tax Fund Expenditures | (302,900) | (1,749,200) | (1,463,800) | (432,200) | (349,000) | (25,600) | (595,000) | (1,168,000) | (468,900) | 5,948,800 |
| O&M Reduction - UU Crocker Science (SB2) | (226,300) | (226,300) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| O&M Reduction - UU Orson Spencer Hall (SB2) | (1,049,500) | (1,049,500) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| O&M Reduction - USU Clinical Services (SB2) | (264,300) | 0 | (264,300) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| O&M Reduction - USU Biological Sciences (SB2) | (1,199,500) | 0 | (1,199,500) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2017-18 Appropriations Detail (including 2016-17 Supplementals)

March, 2017

Utah System of Higher Education Total

| | USHE TOTAL | University of Utah | Utah State University | Weber State University | Southern Utah University | Snow College | Dixie State University | Utah Valley University | Salt Lake Community College | SBR/ Statewide Programs |
|--|-------------|--------------------|-----------------------|------------------------|--------------------------|--------------|------------------------|------------------------|-----------------------------|-------------------------|
| O&M Reduction - SUU Businesss (SB2) | (349,000) | 0 | 0 | 0 | (349,000) | 0 | 0 | 0 | 0 | 0 |
| O&M Reduction - SC Science (SB2) | (25,600) | 0 | 0 | 0 | 0 | (25,600) | 0 | 0 | 0 | 0 |
| O&M Reduction - UVU Performing Arts (SB2) | (1,168,000) | 0 | 0 | 0 | 0 | 0 | 0 | (1,168,000) | 0 | 0 |
| O&M Reduction - SLCC CTE Center (SB2) | (719,500) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | (719,500) | 0 |
| O&M Reduction - UU Medical Education (SB2) | (473,400) | (473,400) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| O&M Reduction - WSU Social Science (SB2) | (432,200) | 0 | 0 | (432,200) | 0 | 0 | 0 | 0 | 0 | 0 |
| O&M Reduction - DSU Human Perform. (SB2) | (595,000) | 0 | 0 | 0 | 0 | 0 | (595,000) | 0 | 0 | 0 |
| Reallocations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student Prosperity Savings (HB24) | 40,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40,000 |
| Strategic Workforce Investment (SB3) | (340,600) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 250,600 | (591,200) |
| Performance Based (SB3) | 6,500,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6,500,000 |
| Financing | | | | | | | | | | |
| General Fund | 40,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40,000 |
| Education Fund | (342,900) | (1,749,200) | (1,463,800) | (432,200) | (349,000) | (25,600) | (595,000) | (1,168,000) | (468,900) | 5,908,800 |

2017-18 Total Appropriated Budget (Includes Ongoing and One-time Appropriations -- TIES TO APPROPRIATIONS ACTS)

| | | | | | | | | | | |
|-----------------------|---------------|-------------|-------------|-------------|------------|------------|------------|-------------|-------------|------------|
| Total Expenditures | 1,720,826,100 | 596,006,400 | 349,424,600 | 156,779,800 | 80,519,200 | 36,336,000 | 62,529,800 | 227,413,700 | 159,884,300 | 51,932,300 |
| Tax Fund Expenditures | 938,413,100 | 301,798,000 | 201,408,200 | 83,417,500 | 38,327,500 | 23,893,100 | 35,121,000 | 107,038,900 | 96,354,700 | 51,054,200 |
| General Fund | 304,743,300 | 25,725,200 | 109,149,000 | 62,815,400 | 11,526,200 | 2,899,600 | 2,395,600 | 58,032,700 | 14,681,400 | 17,518,200 |
| Education Fund | 633,669,800 | 276,072,800 | 92,259,200 | 20,602,100 | 26,801,300 | 20,993,500 | 32,725,400 | 49,006,200 | 81,673,300 | 33,536,000 |
| Dedicated Credits | 767,237,400 | 285,451,000 | 141,901,300 | 73,362,300 | 42,191,700 | 12,442,900 | 27,408,800 | 120,374,800 | 63,529,600 | 575,000 |
| Mineral Lease | 1,745,800 | 0 | 1,745,800 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federal Funds | 4,205,400 | 0 | 3,902,300 | 0 | 0 | 0 | 0 | 0 | 0 | 303,100 |
| Cigarette Tax | 7,600,000 | 7,600,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Trust Funds/Other | 1,624,400 | 1,157,400 | 467,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2017-18 Balance Between Funds

| | | | | | | | | | | |
|-----------------------|--------------|--------------|---|---|---|---|---|---|---|---|
| Total Expenditures | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tax Fund Expenditures | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Financing | | | | | | | | | | |
| General Fund | 26,500,000 | 26,500,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Education Fund | (26,500,000) | (26,500,000) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2017-18 Total Authorized Budget Ongoing and One-time Appropriations, Work Program Revisions -- TIE TO DRAW SCHEDULES, TIE TO A-1 BUDGETS)

| | | | | | | | | | | |
|-----------------------|---------------|-------------|-------------|-------------|------------|------------|------------|-------------|-------------|------------|
| Total Expenditures | 1,720,826,100 | 596,006,400 | 349,424,600 | 156,779,800 | 80,519,200 | 36,336,000 | 62,529,800 | 227,413,700 | 159,884,300 | 51,932,300 |
| Tax Fund Expenditures | 938,413,100 | 301,798,000 | 201,408,200 | 83,417,500 | 38,327,500 | 23,893,100 | 35,121,000 | 107,038,900 | 96,354,700 | 51,054,200 |
| General Fund | 331,243,300 | 52,225,200 | 109,149,000 | 62,815,400 | 11,526,200 | 2,899,600 | 2,395,600 | 58,032,700 | 14,681,400 | 17,518,200 |
| Education Fund | 607,169,800 | 249,572,800 | 92,259,200 | 20,602,100 | 26,801,300 | 20,993,500 | 32,725,400 | 49,006,200 | 81,673,300 | 33,536,000 |
| Dedicated Credits | 767,237,400 | 285,451,000 | 141,901,300 | 73,362,300 | 42,191,700 | 12,442,900 | 27,408,800 | 120,374,800 | 63,529,600 | 575,000 |
| Mineral Lease | 1,745,800 | 0 | 1,745,800 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federal Funds | 4,205,400 | 0 | 3,902,300 | 0 | 0 | 0 | 0 | 0 | 0 | 303,100 |
| Cigarette Tax | 7,600,000 | 7,600,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Trust Funds/Other | 1,624,400 | 1,157,400 | 467,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2017-18 Operating Budget Comparison (Tax Funds Only)

Board of Regents Request as compared to Governor Herbert's budget recommendation and final appropriations

| Utah System of Higher Education Budget Priorities | Board of Regents | Governor Herbert | | Final Appropriation | | |
|--|---------------------|---------------------|-----------------------|---------------------|-----------------------|-----------------------|
| | Amount | Amount | Above/ (Below) SBR | Amount | Above/ (Below) Gov | Above/ (Below) SBR |
| On-going Increases | | | | | | |
| Compensation | | | | | | |
| 3% Performance Based Compensation (including tuition mitigation) | \$24,710,800 | \$17,514,300 | (\$7,196,500) | \$17,142,900 | (\$371,400) | (\$7,567,900) |
| 7% Health & Dental Premium Increase (including tuition mitigation) | 8,167,400 | 5,932,300 | (2,235,100) | 8,673,000 | 2,740,700 | 505,600 |
| Student Growth & Market Demand | | | | | | |
| New Student Growth | 3,985,400 | 0 | (3,985,400) | 3,500,000 | 3,500,000 | (485,400) |
| Market Demand Programs | 19,453,400 | 0 | (19,453,400) | 0 | 0 | (19,453,400) |
| Performance Based | 9,979,000 | 4,000,000 | (5,979,000) | 0 | (4,000,000) | (9,979,000) |
| Statewide Programs | | | | | | |
| Regents' Scholarships | 8,000,000 | 2,000,000 | (6,000,000) | 8,000,000 | 6,000,000 | 0 |
| Need-based Matching Scholarships | 0 | 500,000 | 500,000 | 0 | (500,000) | 0 |
| Huntsman Cancer Institute (Tobacco Settlement Replacement) | 0 | 4,000,000 | 4,000,000 | 4,000,000 | 0 | 4,000,000 |
| Huntsman Cancer Institute Operations | 0 | 2,240,000 | 2,240,000 | 2,240,000 | 0 | 2,240,000 |
| Engineering Initiative | 0 | 1,000,000 | 1,000,000 | 4,000,000 | 3,000,000 | 4,000,000 |
| SAFE Utah | 0 | 450,000 | 450,000 | 550,000 | 100,000 | 550,000 |
| Student Athlete Performance | 0 | 0 | 0 | 3,100,000 | 3,100,000 | 3,100,000 |
| Strategic Workforce Investment | 0 | 0 | 0 | 2,025,600 | 2,025,600 | 2,025,600 |
| Family Medicine Residency Expansion | 0 | 0 | 0 | 1,200,000 | 1,200,000 | 1,200,000 |
| Corrections Education Programming | 0 | 0 | 0 | 313,400 | 313,400 | 313,400 |
| STEM Pipeline | 0 | 0 | 0 | 300,000 | 300,000 | 300,000 |
| Public Safety Officers | 0 | 0 | 0 | 200,000 | 200,000 | 200,000 |
| Natural History Museum of Utah | 0 | 0 | 0 | 200,000 | 200,000 | 200,000 |
| Student Prosperity Savings | 0 | 0 | 0 | 10,000 | 10,000 | 10,000 |
| 911 Emergency Services | 0 | 0 | 0 | (17,900) | (17,900) | (17,900) |
| Internal Service Fund (ISF) Rate Impact | 0 | (114,500) | (114,500) | (69,000) | 45,500 | (69,000) |
| Statewide Data Alliance | 0 | 0 | 0 | (310,000) | (310,000) | (310,000) |
| Subtotal - USHE Priority On-going Increases | \$74,296,000 | \$37,522,100 | (\$36,773,900) | \$55,058,000 | \$17,535,900 | (\$19,238,000) |
| USHE Budget Priorities Percent Increase | 8.4% | 4.3% | -4.2% | 6.2% | 2.0% | -2.2% |
| One-time Adjustments | | | | | | |
| Statewide Programs | | | | | | |
| Need-based Matching Scholarships | 0 | 1,000,000 | 1,000,000 | 0 | (1,000,000) | 0 |
| Regents' Scholarships | 0 | 9,000,000 | 9,000,000 | 0 | (9,000,000) | 0 |
| Performance Based | 0 | 0 | 0 | 6,500,000 | 6,500,000 | 6,500,000 |
| Student Prosperity Savings | 0 | 0 | 0 | 40,000 | 40,000 | 40,000 |
| Strategic Workforce Investment | 0 | 0 | 0 | (340,600) | (340,600) | (340,600) |
| Subtotal - One-time Adjustments | \$0 | \$10,000,000 | \$10,000,000 | \$6,199,400 | (\$3,800,600) | \$6,199,400 |
| USHE Budget Priorities Percent Increase | 0.0% | 1.1% | 1.1% | 0.7% | -0.4% | 0.7% |
| Total Appropriation (On-going and One-time) | \$74,296,000 | \$47,522,100 | (\$26,773,900) | \$61,257,400 | \$13,735,300 | (\$13,038,600) |
| USHE Budget Priorities Percent Increase | 8.4% | 5.4% | -3.0% | 6.9% | 1.6% | -1.5% |

LEGISLATION PASSED:

[*HB 24, Student Prosperity Plan - Tax Amendments](#) - Rep. Jeremy Peterson, creates a method for corporations to make donations to assist qualifying low-income students to save for college through the Utah Educational Savings Plan (UESP).

[HB 54, Campus Free Speech Amendments](#) by Rep. Kim Coleman, creates requirements for USHE institutions related to free speech activity. The legislation replicates policies related to regarding free-speech already in place at USHE institutions.

[HB 55 \(2nd Sub.\), Governmental Nonprofit Entity Compliance](#), by Rep. Kim Coleman, establishes requirements for governmental nonprofit entities, subjecting them to regulations such as the Open and Public Meetings Act, the Government Records Access and Management Act (GRAMA) and Fiscal Procedures for Interlocal Entities. This impacts certain nonprofit entities affiliated with USHE institution in which the institutions have a controlling interest.

[HB 156 \(1st Sub.\), State Job Application Process](#), by Rep. Sandra Hollins, prohibits a public employer from requiring job applicants to disclose past criminal convictions before an initial interview for employment. Certain exemptions are allowed, including employers whose primary purpose is performing financial or fiduciary functions.

[HB 198, Concealed Carry Amendments](#), by Rep. Karianne Lisonbee, establishes a provisional permit to carry a concealed firearm for individuals under 21 years of age.

[HB 431 \(3rd Sub.\), Government Employees Reimbursement Amendments](#), by Rep. Tim Quinn, prohibits government officers or employees from making personal purchases with public funds, including incurring debt on behalf of or payable by a governmental entity. The bill was amended to allow inconsequential recourse for unintended purchases. The bill establishes an administrative penalty for officers or employees who are found to be making a personal expenditure.

[SB 14 \(2nd Sub.\), Emergency Telephone Service Amendments](#), by Sen. Wayne Harper, requires multi-line telephone systems to provide geo-location information for a public safety answering point and requires multi-line phone systems to be capable of accessing 911 services directly.

[*SB 35, Veterans Tuition Gap Program Act Amendments](#), by Sen. Escamilla, amends the federal programs to which the Veterans Tuition Gap Program relates and removes the requirement that a qualifying veteran using the program qualify for a federal program.

[HB 100, Institutions of Higher Education Disclosure Requirements](#) by Rep. Kim Coleman, requires institutions of higher education to disclose information including job placement, wage earnings, average student debt and the amount of tax subsidy for programs at USHE institutions.

[*HB 249 \(1st Sub.\), Higher Education Financial Literacy Amendments](#), by Rep. Robert Spendlove, requires higher education to annually notify students who have taken out a loan for college directing them to their loan balance as well as a repayment calculator.

[*HB 251, Campus Advocate Confidentiality Amendments](#), by Rep. Angela Romero, prohibits the disclosure of confidential communications related to advocacy services at a Utah institution of higher education.

[*HCR 16 \(1st Sub.\), Concurrent Resolution Declaring Mental Health Issues To Be A Public Health Crisis At Utah Higher Education Institutions](#), by Rep. Ed Redd, declares mental health issues to be a public health crisis at Utah higher education institutions. It strongly urges state agencies, local health authorities, non-profit groups, and higher education entities to seek productive, long-term solutions to address this crisis.

[*SB 117 \(4th Sub.\), Performance Funding Revisions](#), by Sen. Ann Millner, provides ongoing funding dedicated the performance outcomes proposed by the Board of Regents and adopted by the Legislature in 2015.

[*SB 149 \(1st Sub.\), Financial Education and Savings Plan to Benefit At-risk Children](#), by Sen. Lincoln Fillmore, creates the *Parental Coaching to Encourage Student Savings Program*, which provides financial training to parents of economically disadvantaged children attending kindergarten. The program encourages parents to start saving money for their child's eventual higher education expenses. The program provides a \$50 contribution to the 529 savings accounts of economically disadvantaged children if their parents successfully meet the requirements of the program.

[SB 194 \(5th Sub.\), Utah Data Research Center Act](#), by Sen. Jacob Anderegg, establishes the Utah Data Research Center to coordinate data-centric initiatives between the Utah System of Higher Education, K-12, the Utah Department of Workforce Services and the Utah Department of Health. USHE already provides substantial data coordination and services regarding student performance and workforce.

[SB 238, Higher Education Governance Revisions](#), by Sen. Ann Millner, changes the name of UCAT (to Utah System of Technical Colleges and of individual campuses to technical colleges) and makes several significant changes to the governance of public higher education in Utah. The legislation clarifies the roles and mission of the Board of Regents and Boards of Trustees and changes how Regents are appointed by the Governor. The legislation also changes how new academic programs are approved, codifies how presidential searches are to be conducted, and defines the primary missions of USHE institutions. The Commissioner and the Board's Executive committee worked closely with the bill sponsor on clarifying amendments.

[SB 243, Revised Uniform Athlete Agents Act](#), by Sen. Lyle Hillyard, updates existing state statute related to the recruitment and contracting of collegiate athletes. The legislation clarifies definitions, expands notification requirements and provides for reciprocal registration of athletes between states.

[*SB 256, Regents Scholarship Amendments](#), by Sen. Lyle Hillyard, makes major administrative changes to the scholarship program to improve the student application experience as well as enhance coordination with institutions the award recipients attend. This will ensure better use of state aid resources as well as create an overall better experience for students. This legislation does not alter or weaken the existing academic requirements for the scholarship. It also removes outdated statute.

[SB 263 \(2nd Sub.\), Work-Based Learning Amendments](#), by Sen. Howard Stephenson, charges the Career and Technical Education Board to study work-based learning and the associated benefits and challenges.

[SJR 1, Joint Rules Resolution on Funding Mix Determinations](#), Sen. Jerry Stevenson, Adjusts the funding ratio of state funds vs. tuition funds that have funded compensation costs to higher education. For over twenty years, the Legislature and public higher education have held constant the ratio funding compensation costs at 75% from state funds and 25% of tuition funds. This resolution defaults this ratio for compensation to follow the present overall mix of

state dollars and tuition dollars currently funding higher education – which has been about 50% state funds and 50% tuition for the past few years. Intent language was adopted in this year's budget bills to hold the historical 75/25 ratio for the next two fiscal years.

FAILED LEGISLATION

****HB 103, Campus Anti-harassment Act** by Rep. Kim Coleman, defines discriminatory harassment and stipulates that an institution of higher education must take action against discriminatory harassment immediately after gaining knowledge of the act. The bill would have created conflicting statutes and a potential for significant confusion with existing laws related to workplace and school harassment.

HB 120, University Student Housing Construction Oversight, by Rep. John Westwood, exempts higher education institutions projects for the construction of student housing from the supervision of the Division of Facilities Construction and Management.

****HB 275, Utah Administrative Rulemaking Act Amendments**, by Rep. Brian Green, removes the exemption for higher education from the Administrative Rulemaking Act for policies related to students. Currently, there are almost 15,000 policies maintained by the Board of Regents and USHE institutions that would need to be reviewed and possibly submitted for administrative rulemaking.

****HB 284, Student Right to Active Counsel**, by Rep. Kim Coleman, introduced similar legislation in the 2016 Session. The Legislature ultimately did not adopt the proposed legislation. In July 2016, the Board of Regents adopted policy that outlines required due process for disciplinary actions and included the role of active counsel in certain proceedings. This bill is unnecessary given the policy already adopted.

HB 326, Campus Sexual Violence Protection Act, by Rep. Kim Coleman, allows an institution of higher education to report an allegation of sexual violence to a law enforcement agency and enacts other provisions related to the duties of an institution of higher education in circumstances related to sexual violence.

****HB 334, Academic Freedom and Protection Act**, by Rep. Kim Coleman, prohibits a USHE institution from taking adverse action against faculty in retaliation for certain expression. Existing Regents' policy already requires institutions to protect academic freedom.

SB 78 (2nd Sub.), Teacher Pedagogical Assessment, by Sen. Ann Millner, requires the State Board of Education to establish a teacher pedagogical assessment that is performance based and assesses an individual's pedagogical skills to receive or retain a certain license to teach.

****SB 255, Funding for Education Systems Amendments**, by Sen. Howard Stephenson, would cap, until 2022, any additional revenues from the Education Fund (income tax) to the state higher education system. The mix of funds higher ed has been budgeted over the years varies between the Education Fund and the General Fund (Sales Tax) – the two primary funding sources of the state's budget. In effect, higher education has been a balancing wheel between the two funds to help the legislature in balancing the budget. This restricts the legislature's flexibility and would likely make it more difficult for the state to fund critical higher education needs over the next five years. This could also result in greater reliance on tuition. The bill was ultimately substituted, then never adopted.

** USHE took an official position in support; ** USHE took an official position in opposition. For more information on legislation, committee agendas, or to view or listen to floor debates, see: <http://le.utah.gov/>*

Summary of Changes to SB238 S1: Higher Education Governance Revisions Sen. Ann Millner/Rep. Brad Wilson

March 21, 2017

Membership of the Board of Regents:

- **Number of Members:** Increases the number of voting membership from 16 to 17 members (including student regent).
- **Appointments to the Board:** The Governor appoints all of the Regents with consent of Senate. Eight appointments are members at-large. The Governor will select the remaining eight appointments from three nominees forwarded by each institution's Board of Trustees. (Any current trustee appointed must resign from Board of Trustees.)
- **Representational Considerations for Board of Regents Appointees:** In making all appointments, the Governor must consider geographic representation, diversity, experience in higher education and economic development, and exposure to institutions. Removed from the statute are various minimum and maximum membership by counties based on their size. The Board continues to be non-partisan.
- **Elimination of Non-voting Liaisons from State Board of Education and Utah Colleges of Applied Technology and Establishment of Quarterly Communication Between State Education Agencies:** Eliminates non-voting positions on board but, to encourage communication and coordination between the three state education agencies, requires the Commissioner to convene a quarterly meeting between State Superintendent, Commissioner of Higher Education, Commissioner of Technical Education, board chairs, key legislators, and others.
- **Board of Regents' Leadership:** Chair and Vice-chair are elected by Board members.
- **Timeline for Changes:** Changes are effective May 9, 2017.

Duties of the Board of Regents:

- Provides more specific direction to the Board including:
 - strategic system-wide leadership in linking USHE institutions to economic and workforce needs,
 - enhancing impact and efficiency of the system,
 - establishing system/institutional goals and metrics,
 - evaluate presidents based on institutional performance,
 - delegating management authority to presidents,
 - maintaining statewide data collection and reporting,
 - establish unified budget, finance, and capital funding priorities and practices,
 - strategic foci on system-wide issues to include: college access, preparedness, and completion; stackable credentials; new methods of instructional delivery; program degree requirements and general education articulation/transfer.

Presidential Selection:

- **Search Committee Appointment.** Board appoints presidential search committees.
 - Co-chaired by a Regent and a Trustee.
 - Includes representation from Regents, Trustees, faculty, staff, students, alumni, and the outgoing president's executive council or cabinet.
- **Recruitment Plan:** The Commissioner must create a comprehensive recruiting plan to seek strong candidates proactively.
- **Number and Approval of Finalists:** The search committee is required to advance three to five finalists to the Board by a two-thirds majority vote. If the Board of Regents is unsatisfied with the finalists, it may direct the search committee to resume its search until it has advanced at least three finalists that satisfy the Board.
- **Search Documentation Records and Privacy:** Search process documents are protected records, except for finalists' application materials.

Academic Mission and Programs of Institutions:

- **Definition of Institutional Roles:**
 - Research universities (UU, USU), providing undergraduate, graduate, and research programs. USU also provides career and technical education programs.
 - Regional universities (WSU, SUU, DSU, UVU), providing career and technical education, undergraduate associate and baccalaureate programs, and select master's degree programs to fill regional demands,
 - Comprehensive community colleges (SLCC, Snow), providing associate programs, certificates and career and technical education.
 - Board of Regents retains its authority to define roles beyond what the Legislature has established.
- **Institutional Approval of Academic Programs:** Within roles and specified program levels, each institutional Board of Trustees may approve new academic programs. Proposed programs that fall outside of the institution's specified roles must be approved by the Board of Regents.
- **Notification, Peer Review and Approval of New Programs:**
 - Institutions must provide the Board of Regents with notice of any new academic program (within its role) approved by the Board of Trustees.
 - The Commissioner's Office will conduct a peer review (by other USHE institutions) of new program proposals and provide a report to the Trustees and Regents.
 - The Board of Regents may define the process and procedures to be followed including a fiscal analysis and plan for ongoing costs.
 - The Board of Regents must approve establishment of any branch, extension, college, professional school, or an academic program outside the institution's specified role.
- **Periodic Program Review, Modification and Termination of Programs:**
 - The Board is required to review any new programs no later than two years after the first cohort beginning the program, completes it.

- The Board may conduct a periodic review of a program at an individual institution.
- The Board may require modification or termination of an institution's program(s), but must provide adequate opportunity for a hearing before the Board.

Master Planning, Operations and Non-state Postsecondary Coordination:

- Eliminates the requirement of the Board to report to the Legislature on master planning activities including space utilization, faculty productivity, and student assessments.
- Eliminates the requirement that the Board coordinates with private postsecondary institutions. The Board may continue any of these activities as it deems necessary to fulfill its governing role of USHE.

Utah System of Technical Colleges:

- Changes the name of the Utah College of Applied Technology to the Utah System of Technical Colleges and the campuses to Technical Colleges.
- Retains language limiting UCAT's academic offerings to non-credit only.
- Removes Regent non-voting member of UCAT Board of Trustees.
- Makes other technical changes to codify what is already in practice for the applied technology colleges.

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Proposed Tuition Adjustments for 2017-2018

Issue

The Board of Regents holds the statutory responsibility for setting tuition rates for the colleges and universities in the Utah System of Higher Education. The Board is asked to review and act on first- and second-tier tuition proposals and differential tuition increases for ten programs for the 2017-18 academic year.

Background

Each year following the Legislative session, the Board of Regents determines whether additional tuition revenue (beyond the new Legislative appropriation) is required to meet the operating budget needs and to help fulfill the institutional mission and role for each of the USHE institutions.

Regent policy R510, *Tuition and Fees* describes and defines first-tier and second-tier tuition as:

3.1. Uniform First Tier Tuition Rate Increases: A first tier tuition rate increase shall be uniform for all institutions, shall be implemented at the same time, and shall be based on evaluations of current data on inflation and national and regional tuition increases and justified by specific increasing needs in the Utah System of Higher Education.

3.2. Optional Second Tier Tuition Rate Increases: Each institutional President, with the approval of the institutional Board of Trustees, may recommend a second tier tuition rate increase to meet specific institutional needs. Second tier tuition rate increases may apply to all programs equally or may be different for specific programs. (As part of second-tier increase requests, institutions are required to hold a "Truth in Tuition" hearing to provide an explanation of the reasons for the proposed tuition increase, an explanation of how the revenue generated by the increase will be used and provide an opportunity for public comment from students.)

Regents are asked to consider a number of factors when determining tuition rate adjustments, including: state funding levels (continued legislative support for Regent budget priorities will be critical to keeping Utah's tuition among the lowest in the nation), institutional need, the Consumer Price Index, the Higher Education Price Index, regional tuition rate increases, and comparisons of tuition and fee levels at western higher education institutions. This information was presented to the Board at the January Board meeting and is included in the attachments for reference.

2017-2018 Proposals

Keeping with the Board's strategic objective of "Affordable Participation" in higher education, this year's proposed tuition rate increase is the second lowest, system-wide average since 1999-2000, at 3.4 percent (2.5 percent for four of eight institutions). Attachments 1 and 2 summarize undergraduate and graduate proposed tuition rates by residency classification for each USHE institution.

First-tier - The proposed first-tier tuition rate increase for 2017-18 is 2.5 percent. Revenue generated from first-tier tuition will be used to fund the legislative required match for compensation, including health insurance, and may be used for other critical operational needs including IT, instruction support, and increases in mandated costs (see attachment 3).

Second-tier - For 2017-18, four institutions are proposing a second-tier increase, the University of Utah at 1.4%, Utah State University at 2.5%, Weber State University at 1%, and Dixie State University at 2.5%. The revenue will be used for institutional priorities, instructional support, and other critical needs such as the development and expansion of academic programs and student success program infrastructure (see attachment 3).

Differential Tuitions - The University of Utah is requesting differential increases for all graduate degrees in the College of Architecture, Master of Arts in Teaching Fine Arts, Masters of Software Development, and increases for undergraduate programs in Business. Snow College is requesting differential tuition for the Bachelor of Software Engineering. Utah Valley University is requesting differential tuition for the Masters of Accountancy, Computer Science, Social Work, Public Service, and Cybersecurity.

University of Utah (UU) Law School Tuition Model - Regent policy R510-4.10 allows the board to consider medical and law program tuition rates separately from other programs. The University of Utah (College of Law) seeks authorization to implement two changes in its tuition structure (see attachment 13). The proposed changes are designed to be revenue neutral or positive, to help students academically and financially, and to improve recruitment of high quality and diverse students.

- First, the UU proposes to change the current plateau tuition model, to a model which students pay a fixed amount per semester rather than paying per credit. This change will allow law students to choose their courses each semester based on educational and professional needs rather than cost, with a cap on total credit hours per semester (currently 18) to prevent students from becoming overloaded, in accordance with ABA accreditation standards.
- Second, the UU proposes to average the cost of law school for nonresident students over all three years, reducing "sticker shock" and reducing the student loan interest costs those students incur over the three years of law school. This will help increase non-resident recruitment, and potentially help the UU recruit a much more diverse pool of applicants.

Summary Attachments - The Commissioner's staff and institutions have prepared several attachments providing benchmark and comparative data regarding tuition rates, additional information on tuition schedules, and proposed new differential tuition or increases.

- Attachment 4: Resident undergraduate & graduate tuition comparison with WICHE and Rocky Mountain states
- Attachment 5: Non-resident undergraduate tuition comparison with WICHE and Rocky Mountain states
- Attachment 6: Benchmark inflation and regional tuition increases
- Attachment 7: 2016-17 undergraduate tuition by credit hour load
- Attachment 8: 2017-18 1st-tier increase estimates by institution
- Attachment 9: UU request for differential tuition for the College of Architecture graduate programs
- Attachment 10: UU request for differential tuition for the College of Business undergraduates
- Attachment 11: UU request for differential tuition for the Online Master of Teaching Fine Arts
- Attachment 12: UU request for differential tuition for the Master of Software Development
- Attachment 13: UU request for flat linear rate and cost averaging schedule for the College of Law
- Attachment 14: Snow request for differential tuition for the Bachelor of Software Engineering
- Attachment 15: UVU request for differential tuition for the Masters of Accountancy, Computer Science, Social Work, Public Service, and Cybersecurity

Commissioner's Recommendation

The Commissioner recommends the Board approve the 2017-18 tuition proposals as outlined below:

2.5 percent first-tier tuition increase for all USHE institutions

Second-tier tuition increases for UU (1.4%), USU (2.5%), WSU (1%), and DSU (2.5%)

A graduate differential tuition for UU College of Architecture graduate programs

An undergraduate differential tuition for UU College of Business

A graduate differential tuition for UU online Master of Teaching Fine Arts

A graduate differential tuition for UU Online Master of Software Development

A flat rate tuition schedule with three year cost averaging for UU College of Law

An undergraduate differential tuition for Bachelor of Software Engineering at Snow

A graduate differential tuition for Masters of Accountancy at UVU

A graduate differential tuition for Masters of Computer Science at UVU

A graduate differential tuition for Masters of Social Work at UVU

A graduate differential tuition for Masters of Public Service at UVU

A graduate differential tuition for Masters of Cybersecurity at UVU

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachments

2017-18 Tuition Proposal (Combined 1st & 2nd Tier Increases) - Resident Undergraduate & Graduate Students

| Utah Resident Undergraduate Students | | | | | |
|--------------------------------------|--|--|--|--|----------------------------|
| Institution | Type of Student | Current 2016-17 Annual Tuition (Fall & Spring Semesters) | Proposed Tuition Increase (1st & 2nd Tier) | Proposed 2017-18 Annual Tuition (Fall & Spring Semesters)* | Proposed Percentage Change |
| UU | Utah Resident Undergraduate (Lower Div.) | \$7,408 | \$289 | \$7,697 | 3.9% |
| USU | Utah Resident Undergraduate (Logan/RCDE) | \$5,814 | \$290 | \$6,104 | 5.0% |
| WSU | Utah Resident Undergraduate | \$4,611 | \$162 | \$4,773 | 3.5% |
| SUU | Utah Resident Undergraduate | \$5,774 | \$144 | \$5,918 | 2.5% |
| SC | Utah Resident Undergraduate | \$3,196 | \$80 | \$3,276 | 2.5% |
| DSU | Utah Resident Undergraduate | \$4,104 | \$204 | \$4,308 | 5.0% |
| UVU | Utah Resident Undergraduate | \$4,840 | \$122 | \$4,962 | 2.5% |
| SLCC ¹ | Utah Resident Undergraduate | \$3,239 | \$81 | \$3,319 | 2.5% |

Annual tuition amount based on 15 credit hours per semester for two semesters

¹ SAT dollar per clock hour will also increase by 2.5%

| Utah Resident Graduate Students | | | | | |
|---------------------------------|---|--|--|--|----------------------------|
| Institution | Type of Student: Utah Resident Graduate | Current 2016-17 Annual Tuition (Fall & Spring Semesters) | Proposed Tuition Increase (1st & 2nd Tier) | Proposed 2017-18 Annual Tuition (Fall & Spring Semesters)* | Proposed Percentage Change |
| UU | Resident Graduate (Base Rate) | \$6,473 | \$252 | \$6,725 | 3.9% |
| USU | Resident Graduate (Base Rate) | \$5,836 | \$292 | \$6,128 | 5.0% |
| WSU | Resident Graduate (MED) | \$4,657 | \$163 | \$4,820 | 3.5% |
| SUU | Resident Graduate (MED) | \$5,874 | \$146 | \$6,020 | 2.5% |
| UVU | Resident Graduate (MED) | \$5,440 | \$140 | \$5,580 | 2.5% |

Annual tuition amount based on 10 credit hours per semester for two semesters

Generally, graduate tuition rates vary by program at each institution

The graduate tuition rates listed above are the lowest graduate tuition rates at each institution

Programmatic tuition increase proposals, above the standard institutional tuition increase rate, will be presented as a request for differential tuition rates

2017-18 Tuition Proposal (Combined 1st & 2nd Tier) - Non-Resident Undergraduate & Graduate Students

| Non-Resident Undergraduate Students | | | | | |
|-------------------------------------|---|--|--|--|----------------------------|
| Institution | Type of Student | Current 2016-17 Annual Tuition (Fall & Spring Semesters) | Proposed Tuition Increase (1st & 2nd Tier) | Proposed 2017-18 Annual Tuition (Fall & Spring Semesters)* | Proposed Percentage Change |
| UU | Non-Resident Undergraduate (Lower Div.) | \$25,928 | \$1,011 | \$26,940 | 3.9% |
| USU | Non-Resident Undergraduate (Logan/RCDE) | \$18,720 | \$936 | \$19,656 | 5.0% |
| WSU | Non-Resident Undergraduate | \$13,837 | \$484 | \$14,321 | 3.5% |
| SUU | Non-Resident Undergraduate | \$19,054 | \$476 | \$19,530 | 2.5% |
| SC | Non-Resident Undergraduate | \$11,674 | \$292 | \$11,966 | 2.5% |
| DSU | Non-Resident Undergraduate | \$13,119 | \$657 | \$13,776 | 5.0% |
| UVU | Non-Resident Undergraduate | \$15,000 | \$376 | \$15,376 | 2.5% |
| SLCC | Non-Resident Undergraduate | \$11,277 | \$282 | \$11,558 | 2.5% |

Annual tuition amount based on 15 credit hours per semester for two semesters

| Non-Resident Graduate Students | | | | | |
|--------------------------------|--|--|--|--|----------------------------|
| Institution | Type of Student: Non-Resident Graduate | Current 2016-17 Annual Tuition (Fall & Spring Semesters) | Proposed Tuition Increase (1st & 2nd Tier) | Proposed 2017-18 Annual Tuition (Fall & Spring Semesters)* | Proposed Percentage Change |
| UU | Non-Resident Graduate (Base Rate) | \$22,848 | \$891 | \$23,739 | 3.9% |
| USU | Non-Resident Graduate (Logan/RCDE) | \$20,426 | \$1,022 | \$21,447 | 5.0% |
| WSU | Non-Resident Graduate (MED) | \$13,972 | \$489 | \$14,461 | 3.5% |
| SUU | Non-Resident Graduate (MED) | \$19,382 | \$484 | \$19,866 | 2.5% |
| UVU | Non-Resident Graduate (MED) | \$16,600 | \$400 | \$17,000 | 2.5% |

Annual tuition amount based on 10 credit hours per semester for two semesters.

Generally, graduate tuition rates vary by program at each institution

The graduate tuition rates listed above are the lowest graduate tuition rates at each institution

Programmatic tuition increase proposals, above the standard institutional tuition increase rate, will be presented as a request for differential tuition rates

Utah System of Higher Education 1st-Tier Tuition Increase Proposal

| Institution | Proposed Use of Revenue | Revenue Required | 1st-Tier % of Total |
|-----------------------|-------------------------------|---------------------|---------------------|
| All USHE Institutions | Compensation | \$10,042,090 | 53.7% |
| | Faculty Promotion | \$3,542,500 | 18.9% |
| | Operation and Maintenance | \$1,682,900 | 9.0% |
| | Instructional Support | \$1,576,650 | 8.4% |
| | Information Technology | \$1,150,000 | 6.2% |
| | Student Support | \$700,000 | 3.7% |
| | Total 1st-Tier Tuition | \$18,694,140 | 100.0% |

Institutional 1st-Tier Tuition Increase Proposal

| Institution | Proposed Use of Revenue | Revenue Required | 1st-Tier % Increase |
|-------------|---|--------------------|---------------------|
| UU | Compensation | \$3,100,000 | 1.0% |
| | Strategic Faculty Excellence/Retention | \$2,900,000 | 0.9% |
| | Information Technology Infrastructure | \$1,150,000 | 0.4% |
| | Operation and Maintenance | \$500,000 | 0.2% |
| | Total U of U 1st-Tier | \$7,650,000 | 2.5% |
| USU | Compensation | \$1,522,000 | 1.2% |
| | Deficit Reduction | \$1,084,300 | 0.9% |
| | Regional Campus Support | \$460,000 | 0.4% |
| | Internal Service Fund Changes | \$26,700 | 0.0% |
| | Total USU 1st-Tier | \$3,093,000 | 2.5% |
| WSU | Compensation | \$976,800 | 1.4% |
| | Academic Program Enhancement | \$745,400 | 1.0% |
| | Administrative Support | \$52,800 | 0.1% |
| | Total WSU 1st-Tier | \$1,775,000 | 2.5% |
| SUU | Compensation | \$394,300 | 0.9% |
| | Instructional Support | \$371,250 | 0.9% |
| | Student Affairs - Advising | \$200,000 | 0.5% |
| | Promotion & Tenure | \$80,000 | 0.2% |
| | ISF Rates: Risk Management & Fleet Motor Pool | -\$600 | 0.0% |
| | Total SUU 1st-Tier | \$1,044,950 | 2.5% |
| SC | Compensation | \$274,130 | 2.5% |
| | Total SC 1st-Tier | \$274,130 | 2.5% |
| DSU | Compensation | \$125,000 | 0.5% |
| | Faculty Rank Advancements | \$312,500 | 1.1% |
| | Adjunct Faculty Rate Increases | \$250,000 | 0.9% |
| | Total DSU 1st-Tier | \$687,500 | 2.5% |
| UVU | Compensation | \$2,899,860 | 2.5% |
| | Internal Service Fund Increases | \$19,700 | 0.0% |
| | Total UVU 1st-Tier | \$2,919,560 | 2.5% |
| SLCC | Compensation | \$750,000 | 1.5% |
| | Student Success Initiatives | \$500,000 | 1.0% |
| | Total SLCC 1st-Tier | \$1,250,000 | 2.5% |

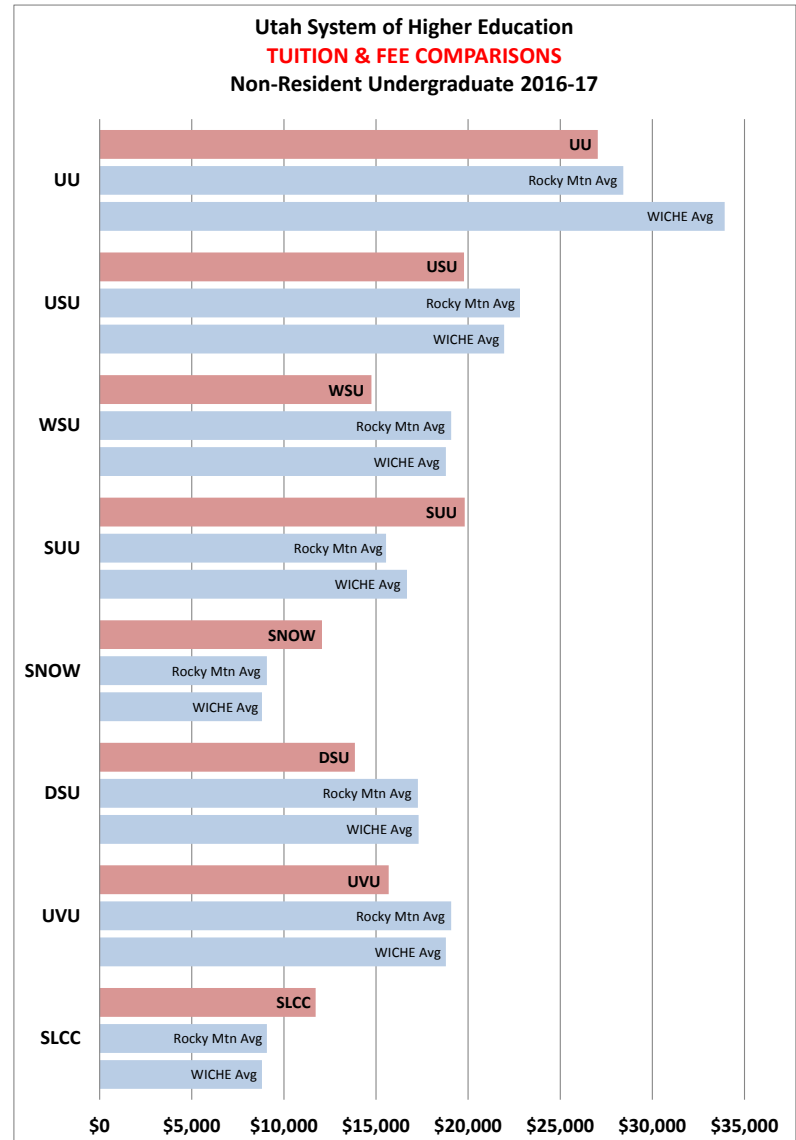
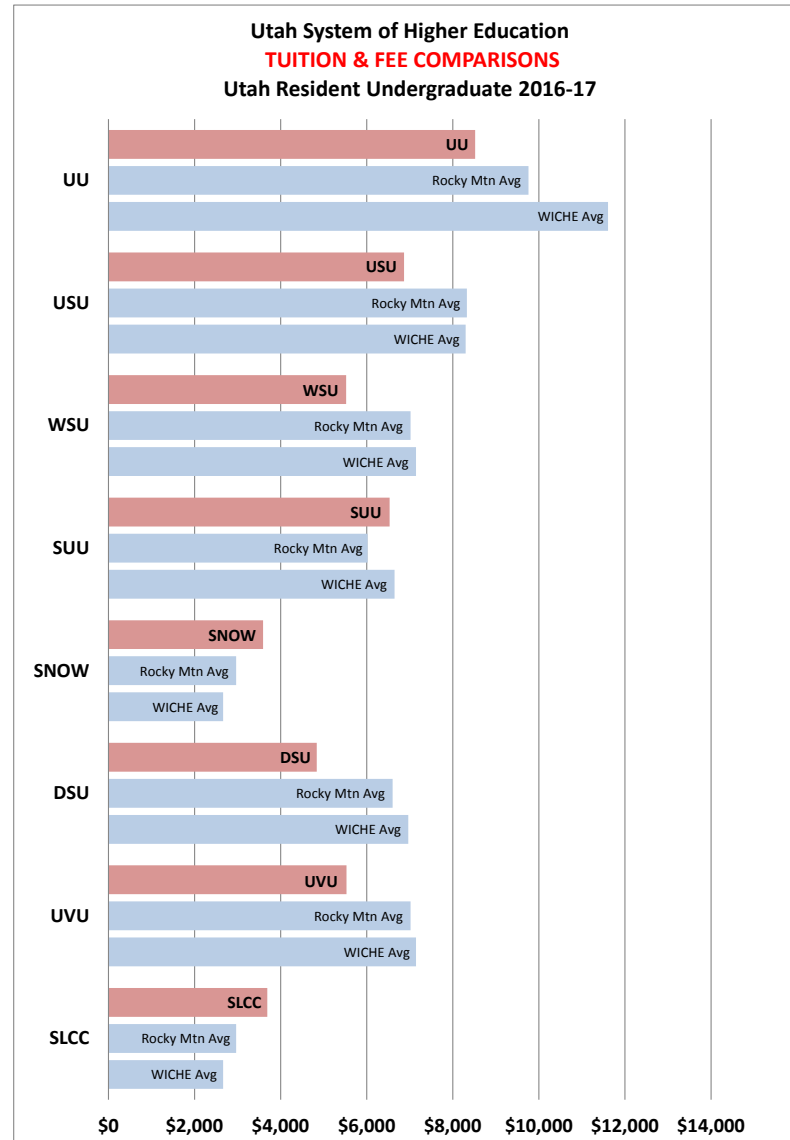
Utah System of Higher Education 2nd-Tier Tuition Increase Proposal

| Institution | Proposed Use of Revenue | Revenue Required | 2nd-Tier % of Total |
|-----------------------|-------------------------------|--------------------|---------------------|
| All USHE Institutions | Compensation | \$810,700 | 9.2% |
| | Instructional Support | \$2,668,800 | 30.4% |
| | Faculty Promotion | \$1,016,500 | 11.6% |
| | Student Support | \$3,614,000 | 41.2% |
| | Information Technology | \$200,000 | 2.3% |
| | Operations and Maintenance | \$464,500 | 5.3% |
| | Total 2nd-Tier Tuition | \$8,774,500 | 100.0% |

Institutional 2nd-Tier Tuition Increase Proposal

| Institution | Proposed Use of Revenue | Revenue Required | 2nd-Tier % Increase |
|-------------|--|--------------------|---------------------|
| UU | Student Success Infrastructure | \$1,784,000 | 0.6% |
| | Innovative Education Delivery and Enhancement | \$1,000,000 | 0.3% |
| | Graduate Student Support Linked to Student Success | \$1,000,000 | 0.3% |
| | Experiential Learning | \$500,000 | 0.2% |
| | Total UU 2nd-Tier | \$4,284,000 | 1.4% |
| USU | Promotion & Tenure | \$1,016,500 | 0.3% |
| | Scholarships | \$380,000 | 0.1% |
| | Regional Campus Support | \$481,300 | 0.2% |
| | Student Initiatives | \$450,000 | 0.1% |
| | Employee Benefits | \$341,000 | 0.1% |
| | Information Technology | \$200,000 | 0.1% |
| | General Budget Support | \$224,200 | 0.1% |
| | Total USU 2nd-Tier | \$3,093,000 | 2.50 |
| WSU | Compensation | \$469,700 | 0.7% |
| | Administrative Support | \$240,300 | 0.3% |
| | Total WSU 2nd-Tier | \$710,000 | 1.0% |
| SUU | Total SUU 2nd-Tier | - | - |
| SC | Total SC 2nd-Tier | - | - |
| DSU | Development and Expansion of Academic Programs | \$687,500 | 2.5% |
| | Total DSU 2nd-Tier | \$687,500 | 2.5% |
| UVU | Total UVU 2nd-Tier | - | - |
| SLCC | Total SLCC 2nd-Tier | - | - |

2016-17 WICHE* and Rocky Mountain** States Utah Resident Undergraduate & Graduate Students Tuition & Fee*** Comparisons

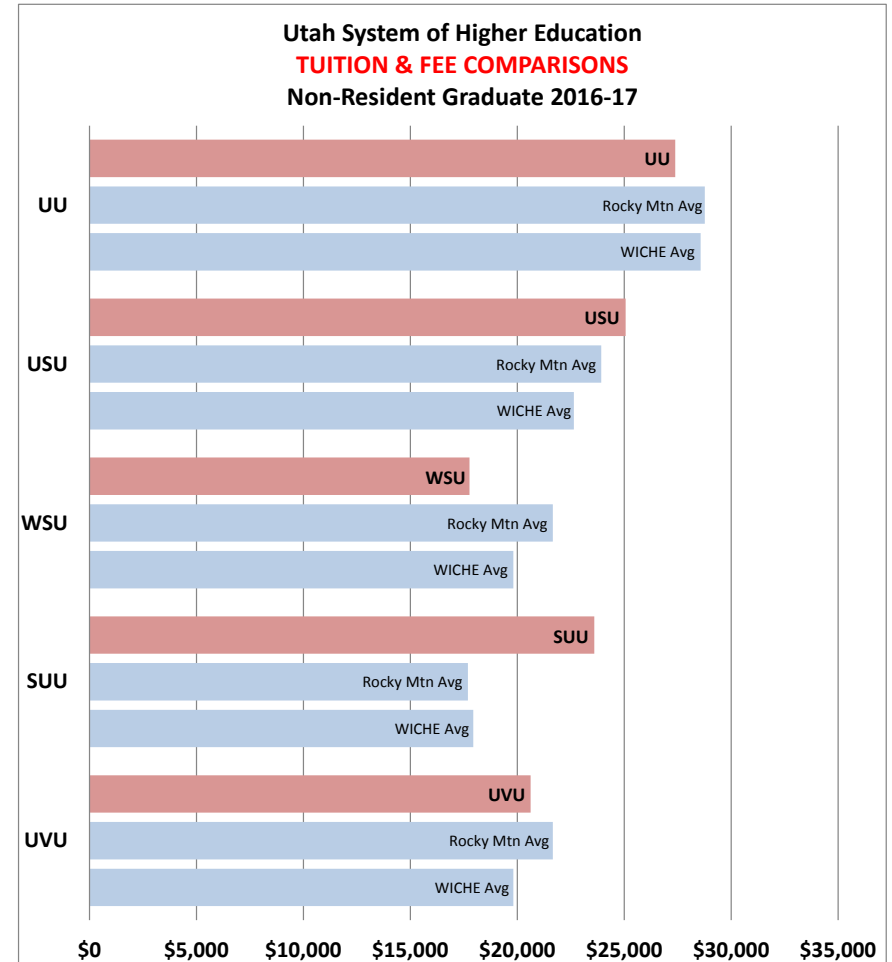
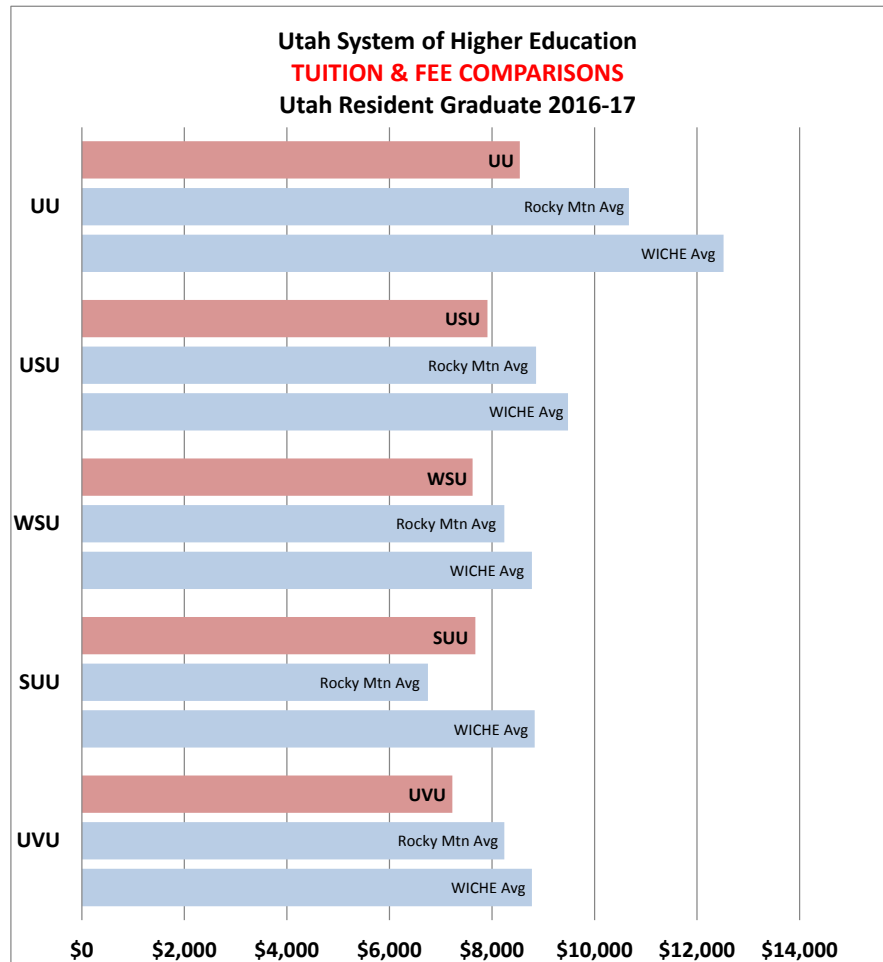


*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota and South Dakota

**Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming & Montana

*** Resident undergraduate tuition and fees based on 15 credit hours per semester for two semesters

2016-17 WICHE* and Rocky Mountain** States Non-Resident Undergraduate & Graduate Students Tuition & Fee*** Comparisons



*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico
Utah, Colorado, Wyoming, Montana, North Dakota and South Dakota

**Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming & Montana

*** Non-resident undergraduate tuition and fees based on 15 credit hours per semester for two semesters

Benchmark Inflation and Tuition Increase Information

Consumer Price Index, Fiscal Years 2008-09 to 2015-16

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|
| Fiscal Year Average | 214.7 | 216.7 | 221.1 | 227.6 | 231.4 | 235.0 | 236.7 | 238.3 |
| Fiscal Year Increase | 1.4% | 1.0% | 2.0% | 2.9% | 1.7% | 1.6% | 0.7% | 0.7% |
| Most Recent 12-months (January to December) | | | | | | | | 1.9% |

Source: Bureau of Labor Statistics (www.bls.gov). Consumer Price Index for All Urban Consumers..

Higher Education Price Index, Fiscal Years 2008-09 to 2015-16

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Fiscal Year Average | 279.3 | 281.8 | 288.4 | 293.2 | 297.8 | 306.7 | 313.3 | 319.0 |
| Fiscal Year Increase | 2.3% | 0.9% | 2.3% | 1.7% | 1.6% | 3.0% | 2.1% | 1.8% |

Source: Higher Education Price Index (HEPI), Research Associates of Washington and Common Fund Institute.

Benchmark Inflation and Tuition Increase Information

WICHE Region Tuition & Fee Increases at Public Institutions, Fiscal Years 2008-09 to 2016-17

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|--------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Public Four-year Institutions | | | | | | | | | |
| Resident Undergrad. | 6.4% | 12.5% | 7.7% | 13.7% | 4.1% | 3.1% | 2.3% | 2.7% | 1.6% |
| Resident Graduate | 8.6% | 10.8% | 4.7% | 12.7% | 4.2% | 3.1% | 2.6% | 3.3% | 2.7% |
| Nonresident Undergrad. | 5.2% | 6.7% | 5.3% | 7.5% | 4.0% | 2.3% | 2.8% | 3.6% | 3.4% |
| Nonresident Graduate | 5.7% | 4.7% | 3.2% | 7.3% | 6.2% | 2.5% | 3.0% | 3.0% | 2.7% |
| Public Two-year Institutions | | | | | | | | | |
| Resident | 3.9% | 6.4% | 7.1% | 14.7% | 5.5% | 2.6% | 1.4% | 1.4% | 1.8% |
| Nonresident | 6.8% | 2.1% | 2.5% | 2.8% | 3.1% | 1.8% | 3.1% | 1.1% | 3.2% |

WICHE Tuition and Fees in Public Higher Education in the West, 2008-09 through 2016-17.

*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, South Dakota

Table 5. Tuition Increase History

USHE Undergraduate Resident and Nonresident Tuition Increases, Fiscal Years 2008-09 to 2016-17

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Resident Increases | | | | | | | | | |
| UU | 6.0% | 9.5% | 9.5% | 7.8% | 6.0% | 5.0% | 5.8% | 3.5% | 3.9% |
| USU | 6.0% | 5.5% | 7.5% | 9.0% | 6.0% | 5.0% | 5.5% | 3.0% | 3.5% |
| WSU | 5.5% | 6.5% | 6.0% | 6.0% | 5.0% | 5.0% | 4.0% | 3.0% | 3.5% |
| SUU | 7.0% | 6.5% | 12.5% | 11.0% | 6.5% | 5.0% | 4.0% | 3.0% | 3.5% |
| Snow | 4.5% | 9.5% | 9.5% | 7.0% | 7.0% | 5.0% | 6.0% | 3.0% | 3.5% |
| DSU | 6.5% | 8.1% | 11.4% | 11.8% | 5.5% | 5.0% | 4.0% | 3.0% | 5.0% |
| UVU | 6.3% | 8.7% | 6.0% | 7.4% | 4.5% | 6.0% | 4.0% | 3.0% | 3.5% |
| SLCC | 5.4% | 4.0% | 6.0% | 5.0% | 4.5% | 6.0% | 4.0% | 3.0% | 3.5% |
| USHE Average ⁽¹⁾ | 5.9% | 7.3% | 8.6% | 8.1% | 5.6% | 5.3% | 4.7% | 3.1% | 3.7% |
| USHE First-tier only ⁽²⁾ | 3.5% | 1.0% | 1.5% | 5.0% | 4.5% | 5.0% | 4.0% | 3.0% | 3.5% |
| Nonresident Increases | | | | | | | | | |
| UU | 6.0% | 9.5% | 9.5% | 7.8% | 6.0% | 6.3% | 5.8% | 3.5% | 3.9% |
| USU | 6.0% | 5.5% | 7.5% | 9.0% | 6.0% | 5.0% | 5.5% | 3.0% | 3.5% |
| WSU | - | 3.5% | 3.0% | 3.0% | 5.0% | 3.5% | 4.0% | 3.0% | 3.5% |
| SUU | 7.0% | 6.5% | 12.5% | 11.0% | 6.5% | 5.0% | 4.0% | 3.0% | 3.5% |
| Snow | 4.5% | - | 9.5% | 7.0% | 7.0% | 5.0% | 6.0% | 3.0% | 3.5% |
| DSU | 6.5% | 8.1% | 11.4% | 11.8% | -14.2% | 5.1% | 4.0% | 3.0% | 5.0% |
| UVU | 4.3% | 3.2% | 2.9% | 5.8% | 4.5% | 5.3% | 4.0% | 3.0% | 3.5% |
| SLCC | 5.4% | 4.0% | 6.0% | 5.0% | 4.4% | 6.0% | 4.0% | 0.0% | 3.5% |
| USHE Average ⁽¹⁾ | 5.0% | 5.0% | 7.8% | 7.6% | 3.2% | 5.2% | 4.7% | 2.7% | 3.7% |
| USHE First-tier only ⁽²⁾ | 3.5% | 1.0% | 1.5% | 5.0% | 4.5% | 5.0% | 4.0% | 3.0% | 3.5% |

(1) Simple Average.

(2) The systemwide first-tier increase is shown for 2008-09 through 2016-17. This amount applied to all institutions. Institutional amounts include both first and second-tier increases.

(3) Percentages represent increases that apply to greatest number of students at the institution, and do not include differential increases for some students or programs.

Utah System of Higher Education

Attachment 7

USHE 2016-17 Tuition by Semester Credit Hour Load for Resident Undergraduate Students

| | UofU ¹ | USU | WSU | SUU | Snow | DSU | UVU | SLCC |
|----|-------------------|----------|----------|----------|----------|----------|----------|----------|
| 1 | \$790.45 | \$519.17 | \$415.12 | \$448.00 | \$142.00 | \$170.98 | \$374.00 | \$123.25 |
| 2 | 998.55 | 736.24 | 604.18 | 719.00 | 215.00 | 341.96 | 560.00 | 259.25 |
| 3 | 1,206.65 | 953.31 | 793.24 | 990.00 | 569.00 | 512.94 | 746.00 | 395.25 |
| 4 | 1,414.75 | 1,170.38 | 982.30 | 1,261.00 | 716.00 | 683.92 | 932.00 | 531.25 |
| 5 | 1,622.85 | 1,387.45 | 1,171.36 | 1,532.00 | 863.00 | 854.90 | 1,118.00 | 667.25 |
| 6 | 1,830.95 | 1,604.52 | 1,360.42 | 1,803.00 | 1,011.00 | 1,025.88 | 1,304.00 | 803.25 |
| 7 | 2,039.05 | 1,821.59 | 1,549.48 | 2,074.00 | 1,159.00 | 1,196.86 | 1,490.00 | 939.25 |
| 8 | 2,247.15 | 2,038.66 | 1,738.54 | 2,345.00 | 1,305.00 | 1,367.84 | 1,676.00 | 1,075.25 |
| 9 | 2,455.25 | 2,255.73 | 1,927.60 | 2,616.00 | 1,452.00 | 1,538.82 | 1,862.00 | 1,211.25 |
| 10 | 2,663.35 | 2,472.80 | 2,116.66 | 2,887.00 | 1,598.00 | 1,709.80 | 2,048.00 | 1,347.25 |
| 11 | 2,871.45 | 2,689.87 | 2,305.72 | 2,887.00 | 1,598.00 | 1,880.78 | 2,234.00 | 1,483.25 |
| 12 | 3,079.55 | 2,906.94 | 2,305.72 | 2,887.00 | 1,598.00 | 2,051.76 | 2,420.00 | 1,619.25 |
| 13 | 3,287.65 | 2,906.94 | 2,305.72 | 2,887.00 | 1,598.00 | 2,051.76 | 2,420.00 | 1,619.25 |
| 14 | 3,495.75 | 2,906.94 | 2,305.72 | 2,887.00 | 1,598.00 | 2,051.76 | 2,420.00 | 1,619.25 |
| 15 | 3,703.85 | 2,906.94 | 2,305.72 | 2,887.00 | 1,598.00 | 2,051.76 | 2,420.00 | 1,619.25 |
| 16 | 3,911.95 | 2,906.94 | 2,305.72 | 2,887.00 | 1,598.00 | 2,051.76 | 2,420.00 | 1,619.25 |
| 17 | 4,120.05 | 2,906.94 | 2,305.72 | 2,887.00 | 1,598.00 | 2,051.76 | 2,420.00 | 1,619.25 |
| 18 | 4,328.15 | 2,906.94 | 2,305.72 | 2,887.00 | 1,598.00 | 2,051.76 | 2,420.00 | 1,619.25 |
| 19 | 4,536.25 | 3,124.01 | 2,494.78 | 3,158.00 | 1,598.00 | 2,051.76 | 2,606.00 | 1,755.25 |
| 20 | 4,744.35 | 3,341.08 | 2,683.84 | 3,429.00 | 1,598.00 | 2,051.76 | 2,792.00 | 1,891.25 |
| 21 | 4,952.45 | 3,558.15 | 2,872.90 | 3,700.00 | 1,747.00 | 2,222.75 | 2,978.00 | 2,027.25 |
| 22 | 5,160.55 | 3,775.22 | 3,061.96 | 3,971.00 | 1,894.00 | 2,393.72 | 3,164.00 | 2,163.25 |
| 23 | 5,368.65 | 3,992.29 | 3,251.02 | 4,242.00 | 2,040.00 | 2,564.70 | 3,350.00 | 2,299.25 |
| 24 | 5,576.75 | 4,209.36 | 3,440.08 | 4,513.00 | 2,188.00 | 2,735.68 | 3,536.00 | 2,435.25 |
| 25 | 5,784.85 | 4,426.43 | 3,629.14 | 4,784.00 | 2,335.00 | 2,906.66 | 3,722.00 | 2,571.25 |

Utah System of Higher Education

USHE 2016-17 Tuition & Fees by Semester Credit Hour Load for Resident Undergraduate Students

| | UofU ¹ | USU | WSU | SUU | Snow | DSU | UVU | SLCC |
|----|-------------------|----------|----------|----------|----------|----------|----------|----------|
| 1 | \$1,190.46 | \$865.83 | \$536.38 | \$495.00 | \$142.00 | \$201.64 | \$413.00 | \$186.50 |
| 2 | 1,409.63 | 1,099.19 | 758.90 | 802.75 | 215.00 | 403.28 | 633.00 | 340.50 |
| 3 | 1,628.80 | 1,332.55 | 981.42 | 1,110.50 | 627.00 | 604.92 | 853.00 | 494.50 |
| 4 | 1,847.97 | 1,565.91 | 1,203.94 | 1,418.25 | 794.00 | 806.56 | 1,073.00 | 648.50 |
| 5 | 2,067.14 | 1,799.27 | 1,426.46 | 1,726.00 | 961.00 | 1,008.20 | 1,293.00 | 802.50 |
| 6 | 2,286.31 | 2,032.63 | 1,648.98 | 2,033.75 | 1,129.00 | 1,209.84 | 1,513.00 | 956.50 |
| 7 | 2,505.48 | 2,265.99 | 1,871.50 | 2,341.50 | 1,297.00 | 1,411.48 | 1,733.00 | 1,110.50 |
| 8 | 2,724.65 | 2,499.35 | 2,094.02 | 2,649.25 | 1,463.00 | 1,613.12 | 1,953.00 | 1,264.50 |
| 9 | 2,943.82 | 2,732.71 | 2,316.54 | 2,957.00 | 1,630.00 | 1,814.76 | 2,173.00 | 1,418.50 |
| 10 | 3,162.99 | 2,966.07 | 2,539.06 | 3,264.75 | 1,796.00 | 2,016.40 | 2,393.00 | 1,572.50 |
| 11 | 3,382.16 | 3,199.43 | 2,761.58 | 3,264.75 | 1,796.00 | 2,218.04 | 2,579.00 | 1,708.50 |
| 12 | 3,601.33 | 3,432.79 | 2,761.58 | 3,264.75 | 1,796.00 | 2,419.76 | 2,765.00 | 1,844.50 |
| 13 | 3,820.50 | 3,432.79 | 2,761.58 | 3,264.75 | 1,796.00 | 2,419.76 | 2,765.00 | 1,844.50 |
| 14 | 4,039.67 | 3,432.79 | 2,761.58 | 3,264.75 | 1,796.00 | 2,419.76 | 2,765.00 | 1,844.50 |
| 15 | 4,258.84 | 3,432.79 | 2,761.58 | 3,264.75 | 1,796.00 | 2,419.76 | 2,765.00 | 1,844.50 |
| 16 | 4,471.36 | 3,432.79 | 2,761.58 | 3,264.75 | 1,796.00 | 2,419.76 | 2,765.00 | 1,844.50 |
| 17 | 4,683.88 | 3,432.79 | 2,761.58 | 3,264.75 | 1,796.00 | 2,419.76 | 2,765.00 | 1,844.50 |
| 18 | 4,896.40 | 3,432.79 | 2,761.58 | 3,264.75 | 1,796.00 | 2,419.76 | 2,765.00 | 1,844.50 |
| 19 | 5,108.92 | 3,666.15 | 2,950.64 | 3,535.75 | 1,796.00 | 2,419.76 | 2,951.00 | 1,980.50 |
| 20 | 5,321.44 | 3,899.51 | 3,139.70 | 3,806.75 | 1,796.00 | 2,419.76 | 3,137.00 | 2,116.50 |
| 21 | 5,533.96 | 4,132.87 | 3,328.76 | 4,077.75 | 1,945.00 | 2,590.74 | 3,323.00 | 2,252.50 |
| 22 | 5,746.48 | 4,366.23 | 3,517.82 | 4,348.75 | 2,092.00 | 2,761.72 | 3,509.00 | 2,388.50 |
| 23 | 5,959.00 | 4,599.59 | 3,706.88 | 4,619.75 | 2,238.00 | 2,932.70 | 3,695.00 | 2,524.50 |
| 24 | 6,171.52 | 4,832.95 | 3,895.94 | 4,890.75 | 2,386.00 | 3,103.68 | 3,881.00 | 2,660.50 |
| 25 | 6,384.04 | 5,066.31 | 4,085.00 | 5,161.75 | 2,533.00 | 3,274.66 | 4,067.00 | 2,796.50 |

(1) Lower division (freshman & sophomore) rate only. Differential rates for upper division (junior and senior) may apply.

Utah System of Higher Education

Attachment 8

2017-18 1st-Tier Tuition Increase Estimates by Institution

| (a) | (b) | | (c) | | (d) | |
|---------------------------|------------------------------|----------|------------------|----------|-----------------------|----------|
| Tuition (FY17 R-1 Budget) | 2% Salary & Related Benefits | | 8% Health (PEHP) | | 2017-18 Total Changes | |
| Amount | Amount | % Change | Amount | % Change | Amount | % Change |

2 & 4 Year Institutions

| | | | | | | | |
|----------------------------------|----------------------|--------------------|--------------|--------------------|--------------|--------------------|--------------|
| University of Utah | \$282,243,131 | \$2,092,000 | 0.74% | \$836,500 | 0.30% | \$2,928,500 | 1.04% |
| Utah State University | 139,635,000 | 1,005,200 | 0.72% | 540,600 | 0.39% | \$1,545,800 | 1.11% |
| Weber State University | 72,197,986 | 484,200 | 0.67% | 271,000 | 0.38% | \$755,200 | 1.05% |
| Southern Utah University | 41,798,000 | 255,200 | 0.61% | 139,100 | 0.33% | \$394,300 | 0.94% |
| Snow College | 12,269,581 | 103,100 | 0.84% | 72,800 | 0.59% | \$175,900 | 1.43% |
| Dixie State University | 27,055,000 | 204,400 | 0.76% | 116,400 | 0.43% | \$320,800 | 1.19% |
| Utah Valley University | 116,782,400 | 754,200 | 0.65% | 479,500 | 0.41% | \$1,233,700 | 1.06% |
| Salt Lake Community College | 61,221,100 | 475,800 | 0.78% | 273,500 | 0.45% | \$749,300 | 1.22% |
| Subtotal - 2 & 4 year | \$753,202,198 | \$5,374,100 | 0.71% | \$2,729,400 | 0.36% | \$8,103,500 | 1.08% |

UNIVERSITY OF UTAH

REQUEST FOR ADDITIONAL DIFFERENTIAL TUITION FOR ALL GRADUATE DEGREES IN THE COLLEGE OF ARCHITECTURE + PLANNING

The University of Utah continues to examine tuition levels for various graduate programs. It is proposed, here, to augment the current differential tuition for all graduate degrees in the College of Architecture + Planning, beginning in academic year 2017-2018. If this request is granted, all degree programs will continue to offer the next to least expensive resident graduate tuition of any comparable program in the PAC-12.

Background Information

The College of Architecture and Planning offers the only professionally-accredited degree programs in the state of Utah, and the Master of City and Metropolitan Planning is the only-accredited degree program in a five state region. The professional education required is highly specialized, increasingly at the leading edge of digital technology and advanced manufacturing techniques, and with accreditation criteria requiring low student:faculty ratios. In 2001, Dean William Miller instituted Differential Tuition in order to support ancillary educational needs such as a material fabrication shop and digital technology. In 2009, Dean Brenda Scheer secured a small increase to help offset the cost associated with the student:faculty ratios highlighted above.

Proposal

Beginning with the 2017-2018 academic year, differential tuition is proposed to include the current per Student Credit Hour (SCH) rate (\$164.42/SCH in 2016-2017) along with an additional \$600/Semester “Zero-hour” differential tuition. These changes would shift the average tuition and fees for full-time CA+P graduate students from \$7070.25/semester to \$7670.25/semester (based upon FY17 rates and 14 credits per semester). Both the current per-credit-hour differential tuition and the new “zero-hour” differential tuition would then subsequently increase in alignment with approved base tuition increases for the university.

Rationale

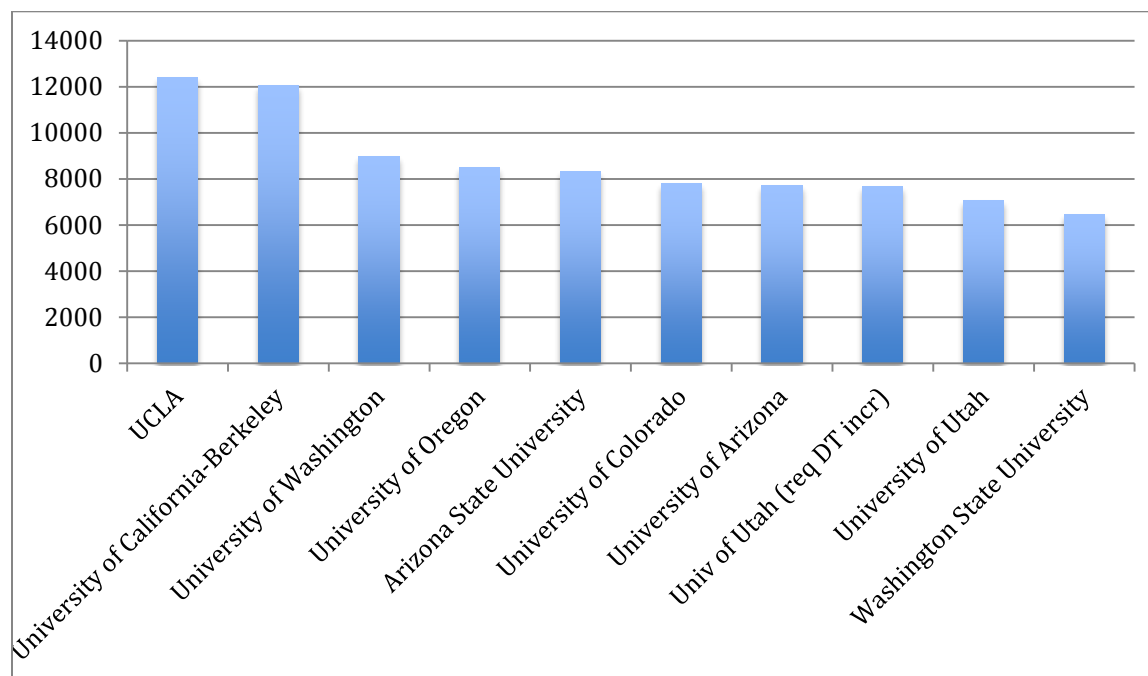
The current differential tuition assessed is insufficient to maintain already promised ancillary support and the small class size. As illustration, in FY16, differential tuition generated \$521,104, but expenditures related to the above initiatives were \$640,589, resulting in a shortfall of (\$119,485). At a rate of \$600/semester, this would have generated approximately \$147,600 in FY17. However, with the renewed growth evident in our undergraduate programs, we can reasonably project growth to where this should produce \$210,000 annually by FY21.

In discussing this increase with students, the first priority is to adequately resource the above-mentioned support services solely through differential tuition, freeing other dollars for the instructional mission. These freed-up dollars along with any additional dollars would be targeted for expenditure in two areas: high-impact learning experiences (such as study away, community engagement, and internship programs), and graduate student success (e.g. advising, career counseling, mentoring program). Each of these are a value-add to both academic success and the employability of graduates and sets them on a more rapid path for advancement in the workplace.

Competitive Position

The following chart (Figure 1) compares FY17 resident tuition and fees (including differential tuition) per semester at our PAC-12 Peers that have both architecture and planning and are public universities. The University of Utah offers one of the most cost-effective programs for students in the PAC-12.

Figure 1: FY17 Residential Tuition and Fees (incl. DT) per semester



This proposal seeks simultaneously to increase necessary revenue to the College while not altering its comparative position in cost effectiveness. As demonstrated, adding a \$600 per semester zero-hour differential tuition to our current differential tuition will maintain the University of Utah's position as offering a lower cost-entry point to graduate education in these fields than all of our peers except Washington State. It is interesting to note that regional rankings of these program tends to roughly follow the tuition and fees charged

(the 2015 *Design Intelligence* rankings has UC-Berkeley (1), UCLA (2) and the University of Oregon (3) as the top ranked public architecture schools in the west).

It is also insightful to compare existing differential tuitions across the University of Utah and expected earnings in the associated career paths. Table A illustrates the various FY17 differential tuitions charged on campus in comparison to their 2015 median salary (as reported by the Bureau of Labor Statistics).

Table A: FY17 Differential Tuition at U of U

| UNIT/PROGRAM | Per Credit | median \$ (BI |
|-----------------------------------|-------------------|----------------------|
| Pharmacy | \$ 594.43 | 121500 |
| Gaming | \$ 557.16 | 69410 |
| Eccles Business | \$ 536.07 | 86,110 |
| MIAGE | \$ 506.68 | 63530 |
| Genetic Counseling | \$ 348.38 | 72090 |
| Law | \$ 316.75 | 115,820 |
| Public Policy | \$ 291.25 | 102000 |
| OT | \$ 290.80 | 80150 |
| Bio. Informatics | \$ 287.18 | 82,240 |
| PT | \$ 283.88 | 84020 |
| Nutrition | \$ 277.78 | 55240 |
| Communications | \$ 275.68 | 45860 |
| Occupational Health | \$ 245.52 | 70210 |
| Public Health | \$ 245.52 | 43840 |
| Arch + Planning (proposed) | \$ 207.28 | 73090 |
| Nursing | \$ 181.33 | 104740 |
| Arch + Planning (cur) | \$ 164.42 | 73090 |
| Social Work | \$ 122.23 | 44200 |
| Public Administration | \$ 109.20 | 86110 |
| Engineering | \$ 74.74 | 79340 |

This Table illustrates that even with the requested additional “zero-hour” differential tuition (calculated as \$600/14 credit hours=\$42.86 additional), the graduate programs in the College of Architecture + Planning will maintain a differential tuition well below the average for those approved at the university (\$289.13 w/o CA+P) and therefore a request certainly aligned with previous approvals.

Both our Master of City and Metropolitan Planning (MCMP) and Master of Architecture (M.Arch.) programs are the only professionally-accredited degree programs in the state, the former accredited by the Planning Accreditation Board (PAB) and the later by the

National Architectural Accreditation Board (NAAB). These accredited degrees are requirements to become registered architects and certified planners whose societal responsibility is to promote the health, safety and welfare of society through the built environment. Our M.Arch. program has recently been ranked in the Top 6 programs nationally by graduateprograms.com, and our CMP program was recently ranked as high as 15th nationally.

Student Support

The move toward this requested increase in differential tuition began in 2014 as the revenue-expense balance turned negative. Dean Diaz Moore met with the Dean's Student Council in December 2014, which is constituted of elected student representatives from all degree programs and all levels in the College, and discussed the imbalance and how to proceed to ensure student support. The Dean's Student Council recommended increased student support and improvement to facilities. Over the subsequent two years, and with the help of central administration, the College of Architecture and Planning was able to increase student financial support (e.g. assistantships, scholarships) by over 1/3 and now tops over \$650,000 every academic year. Additionally, the College has been able to hire, again with central administration support, two advisors to assist students in career preparation as well as a part-time career counselor shared with Career Services on campus. In terms of facilities, the College has completed classroom improvements in one classroom, created a collaborative learning space and is currently working with Teaching and Learning Technology to craft a leading edge digital-based, active learning classroom.

Updates were provided to the Dean's Student Council throughout the 2015-2016 academic year. These included discussions of the rationale for a "zero-hour" model (where the College provides a baseline of support for students [e.g. shop, information technology] regardless of whether the student is full-time or part-time and therefore this model would ease current disparities). Students also felt that this "zero-hour" model would encourage full-time attendance and thereby enhance time to graduation and likely enhance persistence to degree given the investments that are proposed above. Given that the tuition would still remain the next-to-lowest tuition in the PAC-12, students felt the programs would be at no competitive disadvantage in association with this proposed increase.

Beginning in Summer 2016, an earlier draft of this proposal was placed on our College website (subsequently revised based upon student feedback), and the topic was addressed in the Deans Newsletter. In September 2016, the Dean met with the Dean's Student Council to discuss the idea of requesting an increase in graduate differential tuition in all graduate degrees offered by the College. The Council was uniformly in support of the request and for the purposes for which the funds are to be used. On 16 November 2016,

over 60 students attended an open-invitation Dean's Forum to discuss the requested differential increase and had shared with them an earlier version of this proposal. After a 30-minute discussion of the situation and an opportunity for the students to ask questions and to propose ideas, students came to consensus about the reasonability of the request and supported the increase to begin in the 2017-2018 academic year. Some of them suggested that they would support a much higher tuition level overall that they would deem to more accurately reflect the quality of the program and its standing among the other similar graduate programs listed in Figure 1. In short, the vast majority of students understood that the University of Utah provides a great education at a reasonable cost, and that current tuition levels do not adequately support the needs of the specialized, accredited programs offered by the College of Architecture and Planning.

University of Utah Request for Differential Tuition Increase for Undergraduate Programs in Business

In support of its objective to provide a top quality education to students in their undergraduate business program, the University of Utah's David Eccles School of Business (Eccles) proposes to increase the differential tuition currently charged on upper-division courses in undergraduate programs in the School by an amount in addition to the general University tuition increase. The School's upper-division undergraduate students directly benefit from implementation of this differential by means of greater interaction with research faculty in undergraduate courses and improved flexibility in course offerings. The school's performance on AACSB-accreditation-required faculty coverage metrics will also be enhanced, assuring continued accreditation status. The impact of this differential tuition increase will be tempered by additional externally-raised undergraduate scholarship and research assistantship dollars, and investigation into a new, shortened, lock-step business degree which would provide an alternative undergraduate degree option with fewer credit hours.

Update from 2014

In 2014, a differential increase was granted in order to enhance the quality of undergraduate business programs by growing our Business Scholars cohort program, increasing well-paying jobs for our graduates, and decreasing class sizes.

From 2014 to 2017, our Business Scholars cohort program more than doubled from a class size of 110 to 281 and expanded from a freshman-year program to a four-year experience. In addition, a similar cohort program for transfer students was added to the offerings for undergraduate students. The benefits of these cohort programs are increased graduation rates. The four-year graduate rate increased from 38% to 51% while the six-year graduate rate increased from 67% to 83%. These increases in graduation rates dramatically decrease the overall costs for students and allow them to enter the work force at faster rates. In addition, total Scholarships have increased from \$2.3mm in 2013-2014 to \$4.3 mm in 2016-2017.

Average salaries during this time also increased from \$48,554 to \$53,050 as seen in Figure 1 on the next page.

Course sizes decreased from 85.5 to 75.1 in the years immediately following the differential increase. However, due to space constraints on campus as a result of construction of Gardner Hall and the new Executive MBA building, class sizes have stayed above targeted levels.

We estimate that the combined effect of decreased time in school (saving tuition dollars as well as earning salary by working sooner), the increased scholarship levels, and the increase in salaries resulting from the investments made due to the increases in tuition, far outweigh the increased tuition costs to students. Pursuing another differential request now will allow us to add even more value to students going forward.

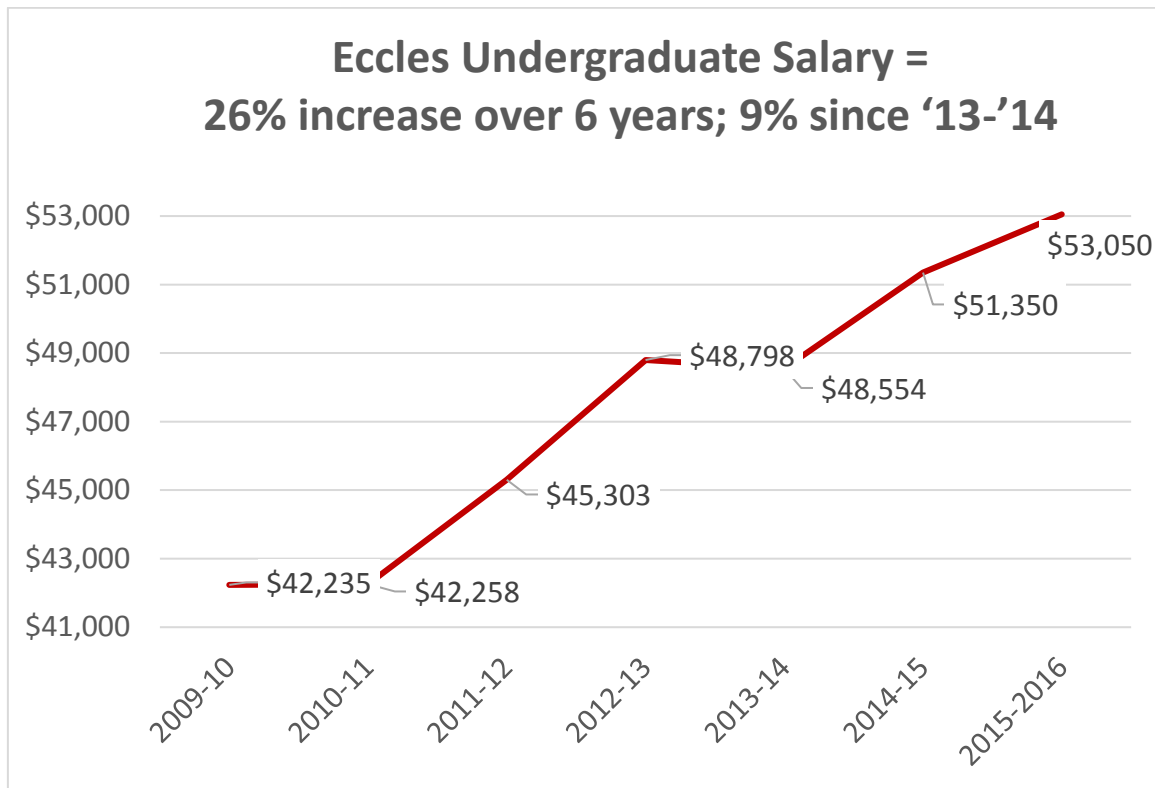


Figure 1: Eccles Average Undergraduate Salary

2017 Proposal Summary

Undergraduate students in the David Eccles School of Business currently pay a tuition differential of \$190.47 per credit hour for upper-division undergraduate courses. This differential increases annually by the same amount as the University's base tuition. In addition to the annual University tuition increase, we propose to increase the tuition differential paid by students in business upper-division undergraduate courses by up to an additional \$30 per credit hour beginning over the following three-year schedule:

| Implementation Year | Class Affected | | Per Credit Hour Increase | Total Incremental Tuition Increase |
|---------------------|------------------------------|---------------|--------------------------|------------------------------------|
| 2017/2018 | BUS 3995 (Business Scholars) | Freshman | +\$30 | \$180 |
| 2018/2019 | All 3000 level courses | Sophomore | +\$30 | \$450 |
| 2019/2020 | All 4000/5000 level courses | Junior/Senior | +\$30 | \$720 |

Rationale

There are several reasons supporting the proposed increase:

1. Investments will be made to increase the number of students in impactful cohort programs.
2. Due to the high demand for and rapid growth in the undergraduate business programs, the size of our faculty has not kept pace. Right-sizing our faculty will allow us to reduce class sizes, provide a superior student-faculty interaction, and maintain a strong standing with our accreditation body.
3. The increased resources bring us in line with resources spent per student at aspirant peer institutions. If we hope to uphold our promise of providing a top-tier quality undergraduate business education to our students we must have the resources to restructure our programs and compete regionally and nationally for the talent to bring these programs to fruition.
4. Our student's net out of pocket expenses (defined as tuition less scholarship dollars) still make us a value among peer institutions.

Enhance Cohort Programs

The revenue from this differential tuition increase directly supports our upper-division students by resourcing strategic initiatives related to undergraduate education. We will continue to expand our successful cohort program such that nearly all undergraduate business students will eventually have the opportunity to participate. In addition, we will continue to expand our diversity and inclusion cohort programs, such as Opportunity Scholars, First Ascent Scholars, and the Refugee Program.

A task force at the University of Utah explored student retention and progress towards graduation. It noted that retention rates are improved for certain university-wide cohort and learning community programs – LEAP, Honors, etc. The committee focused on how to replicate and scale the success of these programs to improve overall student success. As noted previously, our Business Scholars program has produced similar student success outcomes. We aim to take further advantage of this work by expanding these programs.

Within the Eccles School, our Business Scholars program is designed to provide a high-touch cohort undergraduate experience. This program includes courses which combine case-study introductions to business disciplines along with travel and volunteer experiences outside the classroom. This program has been very successful, with a graduation rate that is higher than that for students across the University.

The Business Scholars program has grown from an initial cohort of 41 in 2011-12 to 281 students in 2016-17, and our goal is to have approximately 600 students at capacity.

Support Rapid Growth/Faculty Sufficiency

Since the 2013-14 academic year, student credit hours (SCH) in undergraduate business courses have grown at an annualized rate of 3.41%, as we see from Figure 2 below. There is high demand for the school's business programs, and we are planning for future growth of 2-3% per year.

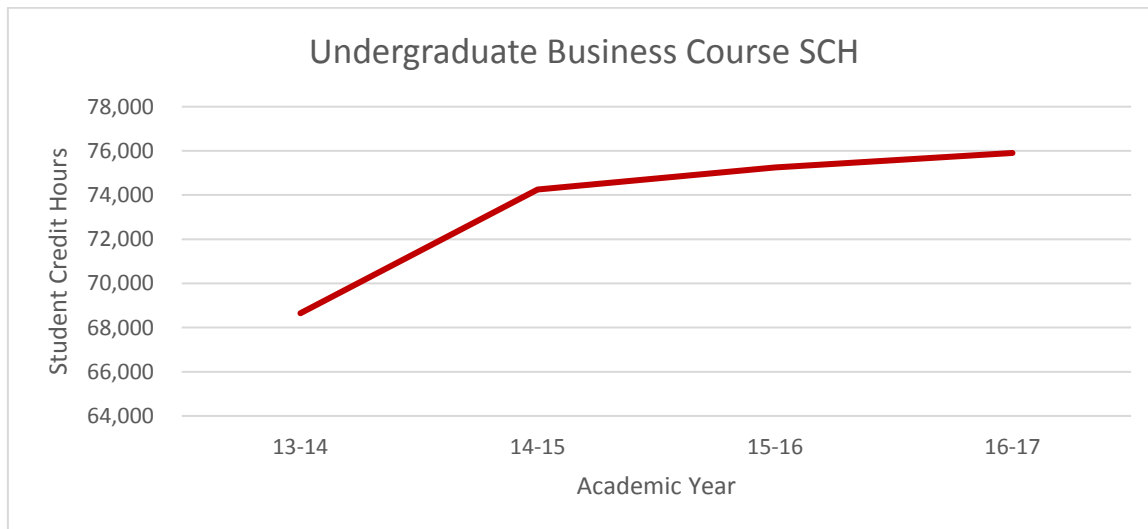


Figure 2: Undergraduate Business Course Student Credit Hour Growth

The school has thus far absorbed this growth through increased efficiency. Though we have grown the size of full-time Eccles faculty, this growth still leaves us far behind top undergraduate business schools, both overall (See Figure 3) and per student (Figure 4).

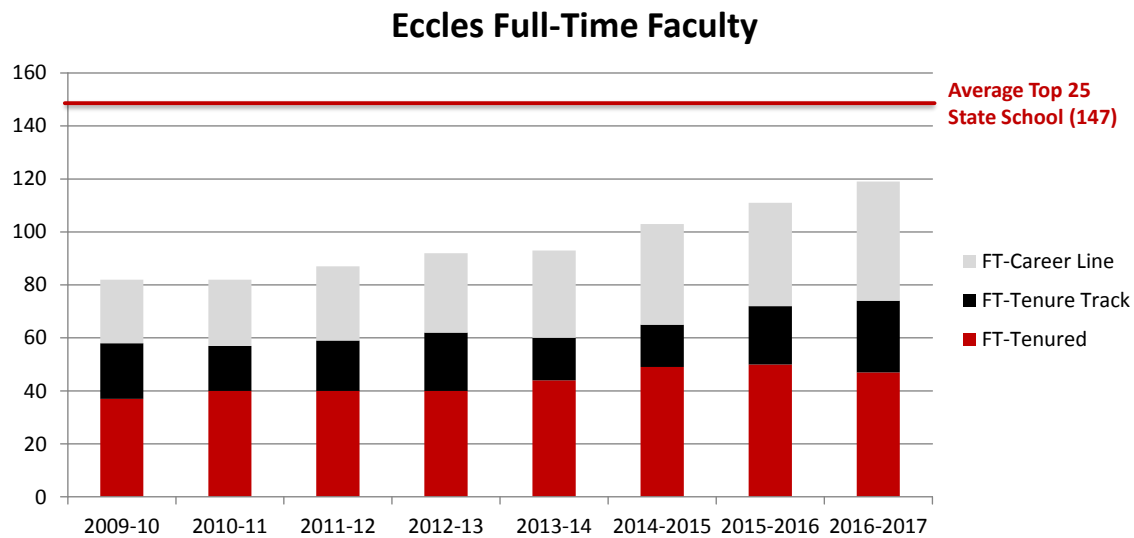


Figure 3: David Eccles School of Business Full-Time Faculty Headcount

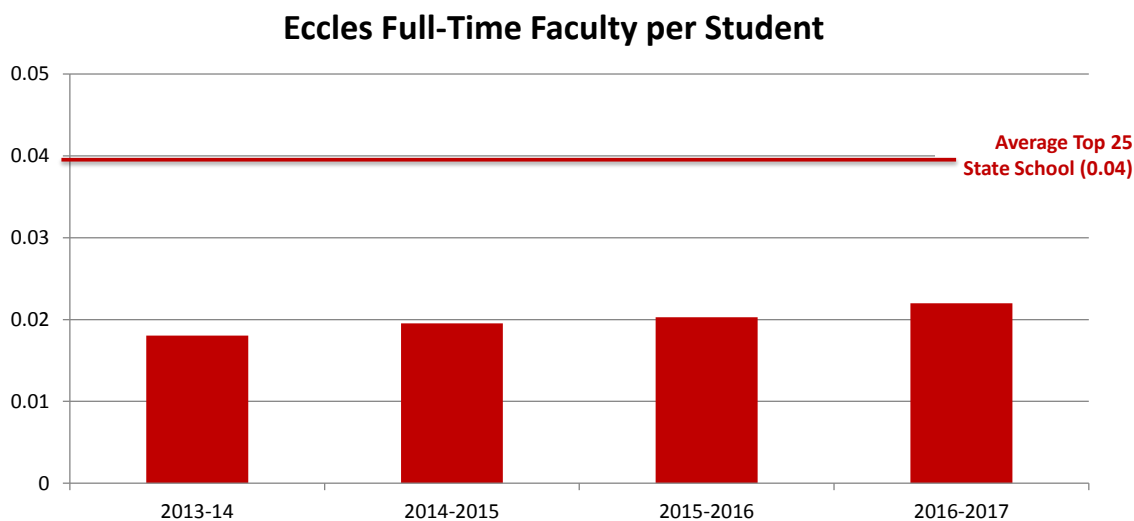


Figure 4: David Eccles School of Business Full-Time Faculty Headcount per Student

The majority of the growth has been absorbed by using more adjunct faculty. As previously mentioned, while class sizes decreased after the last differential increase from 85.5 to 75.1, a lack of space across the university has led this to increase yet again to 76.0. In order to provide a student experience equivalent to our top competitors, we would like to decrease this even further, to 65.

Although we have been extremely efficient in absorbing student demand for our programs, we have pushed the boundaries with respect to our AACSB accreditation requirements. Accredited institutions must maintain at least 50% coverage for tenure-track (or other research active) faculty. As a PhD-granting institution, the expectation is that we will achieve closer to 75%. We are hovering near the minimum 50% coverage rate. Thus, unless we are willing to reduce the number of undergraduate students in the school, we must hire more tenure-track and research active faculty. With our application for re-accreditation due again this summer, we need to show that we have a plan to make progress towards this coverage metric. We hired 10 full-time, tenure-track faculty for 2016-17, who brought highly respected teaching and research pedigrees to the school. The differential tuition increase will help us overcome our faculty capacity constraint and allow us to increase our level of service to our undergraduate students.

Continue to Build Resources and Infrastructure

As we strive to provide a top quality education to our students, we are carefully balancing the financial needs of such an educational program with the impact on students. Our 2014 increase in differential tuition brought us closer to the tuition of our Pac-12 state, research universities. However, this is only the “list” price for these schools. With our high level of scholarship support for students, our “out-of-pocket” costs are much smaller. While true cost to the student is difficult to determine for each school, we were able to determine that Colorado, which shows the highest tuition of the Pac-12 state schools we studied (see Figure 5), gives less than one quarter of the scholarships we provide to undergraduate business students.

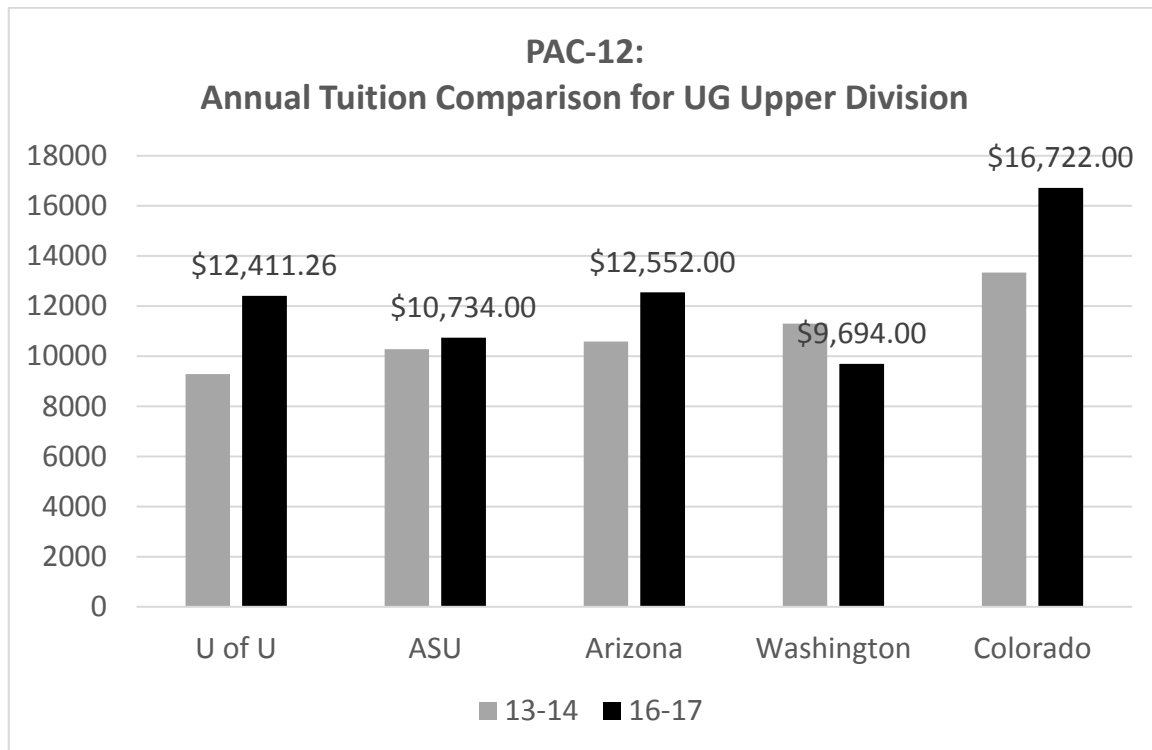


Figure 5: Annual Tuition and Differential normalized to 30 Semester Credit Hours

Figure 6 below shows tuition at the top state schools in the Big 10. Again, we can see that several schools have tuition which is higher than ours.

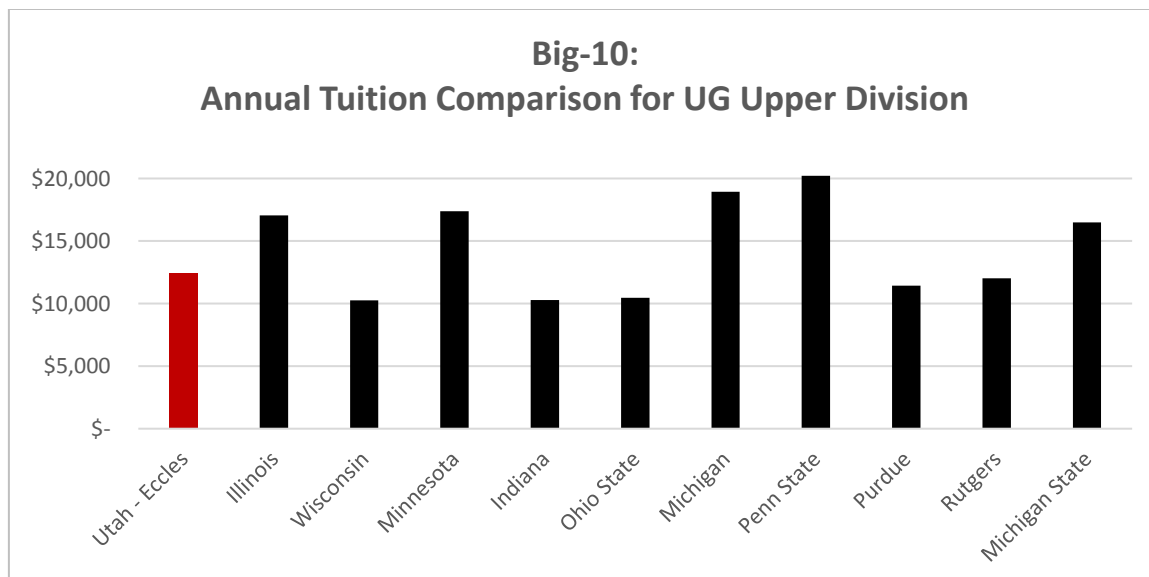


Figure 6: Annual Tuition and Differential normalized to 30 Semester Credit Hours

As previously mentioned, listed tuition can be somewhat misleading, so we've looked at another point of comparison; schools' overall operating budget per student to determine whether we are supporting our students at the same level as our aspirant peers. As a reminder, the Eccles School

relies on collected tuition and donations for the majority of our operating budget. When we look at this data for several of schools, we can see that they are out-resourcing us, two-fold in some cases (see Figure 7). This implies that either their tuition is higher than ours or they have additional state funding or donations above and beyond their revenue from tuition. This lag in resources becomes a challenge as we strive to compete for faculty against other schools with more financial resources.

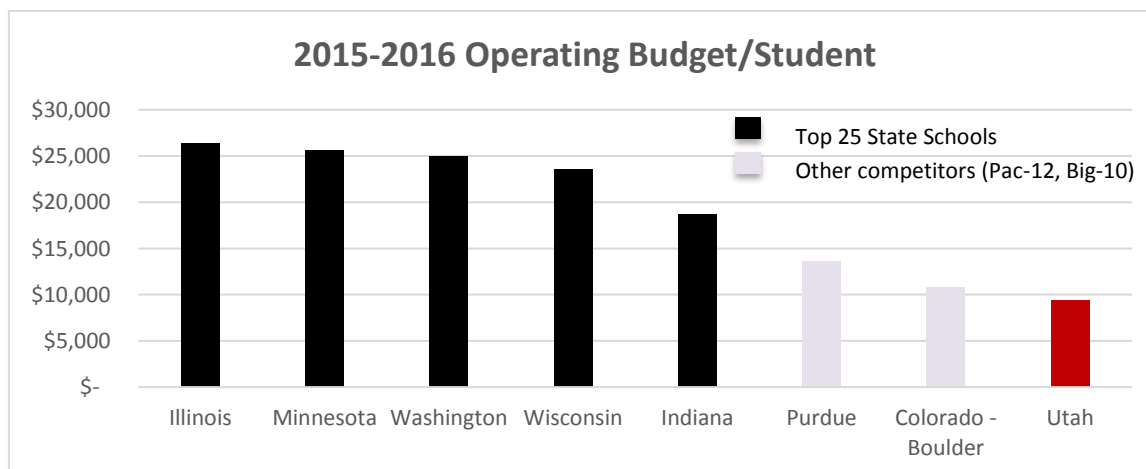


Figure 7: Operating Budget per Student (self-reported)

Provide Students Access to Funding

We are quite sensitive to our students' ability to pay for a business education. In addition to our Business Scholars program, scholarship opportunities exist for first generation and financially disadvantaged students through our Opportunity Scholars, First Ascent Scholars, and Refugee programs – a vibrant external relations department raises other targeted scholarship money each year.

As mentioned previously, during the current academic year, we awarded approximately \$4.3 million in undergraduate scholarships. Over the next few years, we will continue to grow our undergraduate scholarship money through our internal development efforts. Additionally, we will have the ability to employ over 200 students, providing another \$1.62 million in wages and scholarships. Finally, an exercise undertaken by our scholarship administrator indicated that many students are not utilizing Pell Grant opportunities, which can provide a student up to \$5,500 per year. We are hiring additional scholarship/financial aid support to provide financial aid training to incoming students to insure that they are utilizing all resources available to them. Thus, the actual tuition increase to students will be offset with an increase in scholarships and wages.

We understand that a traditional 75+ credit hour undergraduate business degree is not feasible for all students. Therefore, we are investigating a shorter, lock-step business administration degree for students who are not interested specialized business majors but still wish to obtain an undergraduate business degree from the University of Utah.

We work in public education because we are deeply committed to the principle that is at the foundation of the University of Utah: a world-class education for all who qualify, regardless of

means. Without increases in differential tuition, we will be in danger of not delivering on this quality promise for our highly-sought after undergraduate business program. By raising scholarships, assisting our students in obtaining dollars for which they are eligible, and exploring alternative degree program options, we pledge to enable all of our students to receive an education they can afford.

To summarize, the proposal presented here requests an increased differential for the upper-division business courses at the undergraduate level.

The specific proposal is the following:

| Implementation Year | Class Affected | | Per Credit Hour Increase | Total Incremental Tuition Increase |
|----------------------------|---------------------------------|---------------|---------------------------------|---|
| 2017/2018 | BUS 3995 (Business Scholars) | Freshman | +\$30 | \$180 |
| 2018/2019 | All 3000 level courses | Sophomore | +\$30 | \$450 |
| 2019/2020 | All 4000/5000 level courses | Junior/Senior | +\$30 | \$720 |

**University of Utah
Master of Arts in Teaching Fine Arts – Online
Differential Tuition Application**

The College of Fine Arts is proposing a Master of Arts Teaching (MAT) Fine Arts degree that will begin summer 2018. The MAT will be a professional hybrid/low residency degree that will include 30 credit hours. The program will implement two summer face-to-face intensives, and four fully online fall and spring semesters. Students will be admitted every summer.

In preparation for initiating the MAT, the College of Fine Arts requests differential tuition of \$363 per credit hour to ensure the financial viability of the program with an expected cohort size of 15 students. Differential tuition is needed to fund the following additional costs of the MAT:

- Summer teaching costs not covered by existing 9-month faculty contracts. The MAT is a summer intensive program, with 18 of the 30 credit hours taken during the summer semesters; therefore, unfunded summer teaching costs associated with the MAT are extensive.
- Full-time director position needed to oversee the program and teach specific MAT courses.
- Full-time staff position needed to assist faculty and students with online coursework.
- Materials such as art supplies and musical instruments needed for instructional classroom activities.

University of Utah Proposed MAT Fine Arts Finance and Budget

Because there are no unused resources to fund the additional costs of the MAT program, differential tuition is needed to avoid having to divert resources from existing programs. The College of Fine Arts believes differential tuition is well justified by the student and market demand, tuition rates of comparable programs, and the increase in earnings potential for graduates.

The student market and demand for the program is quite viable in Utah. In preparation for designing the MAT Fine Arts, the College of Fine Arts worked in collaboration with UOnline to research the market/demand for this type of degree. The research analysis provides a clear indication that due to the unique, low-residency/hybrid structure, the MAT will help the University of Utah effectively respond to the Governor's 66% by 2020 call by providing working professionals "on the job" opportunities to obtain a master's degree in their field of interest and expertise without having to relocate or stop working.

The MAT Fine Arts will be a professional, hybrid/online degree that will allow working Utahans the opportunity to obtain a master degree in two years without having to relocate or leave their profession. The MAT Fine Arts will offer an arts-centered pedagogical approach to teaching and learning via summer intensives and online instruction that have been designed to respond to the identified needs/demands of local and national communities. The proposed MAT is unique from other programs across the country for three reasons: (1) it is a hybrid/online degree; (2) it does not require candidates to obtain a Utah teaching and learning license; and (3) it is located in a College of Fine Arts, thereby providing candidates with a deep understanding of the arts, in particular. This fine arts master degree will attract two main constituencies: (1) professional teaching artists working in community and non-profit arts organizations such as museums, city youth year-round programs, after school programs, recreation centers, music studios, dance and theatre companies, and (2) licensed K-12 educators seeking a master's degree that is specific to teaching the arts (see attached MAT program proposal budget).

I. Total Addressable Market

The total addressable market is developed from three main sectors: 1) arts-based K-12 classroom educators defined as an estimate of currently employed arts educators in Utah and regional public school districts, private schools, and charter schools; 2) Utah non-profit arts organizations and the national and state-level nonprofit share of private sector employment; 3) ten-year figures on University of Utah College of Fine Arts undergraduate degrees and 2014-15 University of Utah and Utah-region elementary and secondary education undergraduate degrees.

1. Arts-Based K-12 Classroom Educators

The market for classroom educators, typically K-12 arts educator employment positions, is presented both by state and region. This approach uses the total number of schools in the state to develop an estimate of program demand from existing arts educators. More specifically, this is an estimate of how many potential employment positions would be open in this sub-field.

The number of existing arts educators per school varies. The State of Utah requires the teaching and delivery of Utah art learning standards in grades K-12. At the elementary level, some schools do not have arts specialists, but expect classroom teachers and outside sources, such as Professional Outreach Programs and Artists in Residence, to provide art instruction to students. For this market estimate, we identified one arts educator in 475 elementary schools and two arts educators per secondary (middle and high schools) school as a low estimate and three educators per school as a high estimate. True total addressable market estimates are likely higher, given the higher number of arts educators at arts-based charter schools or school districts found in larger metropolitan areas.

Utah

Based on the total addressable market approach and Utah State Board of Education school district information, the total addressable market for Utah K-12 arts-based classroom educators is 1,013-2,791 individuals (Table 1).

The Utah arts-based classroom educator market is defined as public elementary schools (n = 526), public middle or junior high schools (n = 145), public high schools (n = 123), charter schools (n = 95), and private schools (n = 124). A granular view of number of schools by school district is found in Table 2.

Error estimates are confined to the uncertainty and potential overlap between charter school and private school counts. To mitigate this, only one arts educator per private school was included in both low and high market estimates.

Table 1: Market Estimate, Utah: Educators by School Education Level (2013-14)

| Utah School Category | Number of Schools | Tolerance - Low (1) | Tolerance - High (3) |
|--|---------------------|----------------------|----------------------|
| Elementary / K-6 | 526 | 526 | 1,578 |
| Middle / Junior High Schools | 145 | 145 | 435 |
| High Schools | 123 | 123 | 369 |
| Charter Schools | 95 | 95 | 285 |
| Private Schools | 124 | 124 | 124 |
| | Low Estimate | High Estimate | |
| Utah – TAM K-12 Educator Estimate | 1,013 | 2,791 | |

Table 2: Utah School Districts by School Education Level, Number of Students and Teachers (2013-14)

| School District Name | Students | Elementary Schools | Middle/Junior High Schools | High Schools | Charter Schools | Teachers |
|----------------------|----------------|--------------------|----------------------------|--------------|-----------------|---------------|
| Alpine | 72,419 | 53 | 12 | 8 | 15 | 2,716 |
| Beaver | 1,579 | 3 | 0 | 2 | 0 | 73 |
| Box Elder | 11,131 | 14 | 4 | 2 | 1 | 489 |
| Cache | 16,038 | 16 | 6 | 2 | 3 | 613 |
| Canyons | 33,674 | 29 | 8 | 6 | 5 | 1,440 |
| Carbon | 3,369 | 5 | 2 | 2 | 1 | 176 |
| Daggett | 194 | 2 | 0 | 1 | 0 | 16 |
| Davis | 68,573 | 59 | 16 | 8 | 14 | 2,769 |
| Duchesne | 5,021 | 7 | 1 | 4 | 0 | 221 |
| Emery | 2,310 | 6 | 2 | 2 | 0 | 128 |
| Garfield | 930 | 5 | 1 | 3 | 0 | 57 |
| Grand | 1,455 | 1 | 1 | 1 | 1 | 81 |
| Granite | 68,106 | 63 | 16 | 8 | 14 | 2,964 |
| Iron | 8,685 | 9 | 2 | 3 | 2 | 402 |
| Jordan | 52,855 | 33 | 10 | 7 | 7 | 2,090 |
| Juab | 2,287 | 3 | 1 | 1 | 0 | 104 |
| Kane | 1,212 | 4 | 1 | 4 | 0 | 69 |
| Logan City | 5,987 | 7 | 1 | 1 | 3 | 263 |
| Millard | 2,841 | 4 | 3 | 3 | 0 | 141 |
| Morgan | 2,632 | 2 | 1 | 1 | 0 | 113 |
| Murray City | 6,435 | 7 | 2 | 1 | 0 | 292 |
| Nebo | 31,230 | 27 | 7 | 5 | 4 | 1,157 |
| North Sanpete | 2,408 | 5 | 1 | 1 | 0 | 121 |
| North Summit | 990 | 1 | 1 | 1 | 0 | 51 |
| Ogden City | 12,489 | 14 | 3 | 2 | 3 | 566 |
| Park City | 4,630 | 4 | 2 | 1 | 1 | 248 |
| Piute | 304 | 2 | 0 | 1 | 0 | 26 |
| Provo City | 14,799 | 13 | 2 | 3 | 2 | 617 |
| Rich | 479 | 2 | 0 | 1 | 0 | 32 |
| Salt Lake City | 23,965 | 27 | 5 | 4 | 8 | 1,146 |
| San Juan | 3,020 | 6 | 1 | 5 | 0 | 158 |
| Sevier | 4,585 | 5 | 3 | 3 | 0 | 217 |
| South Sanpete | 3,162 | 3 | 2 | 2 | 0 | 165 |
| South Summit | 1,495 | 1 | 1 | 1 | 0 | 72 |
| Tintic | 250 | 2 | 0 | 2 | 0 | 18 |
| Tooele | 14,107 | 16 | 3 | 5 | 1 | 646 |
| Uintah | 7,591 | 7 | 2 | 1 | 1 | 289 |
| Wasatch | 5,786 | 4 | 2 | 1 | 1 | 243 |
| Washington | 27,099 | 24 | 10 | 8 | 4 | 1,169 |
| Wayne | 501 | 2 | 1 | 1 | 0 | 34 |
| Weber | 31,028 | 29 | 9 | 5 | 4 | 1,328 |
| Statewide | -- | -- | -- | -- | 7 | |
| Total | 557,651 | 526 | 145 | 123 | 95 | 23,520 |

Region

Based on the total addressable market approach, Utah State Board of Education, and an education resources clearinghouse website, the total addressable market for regional arts-based classroom educators is 7,821-21,116 individuals (Table 3).

The regional market is defined as public elementary schools (n = 3,930), public middle or junior high schools (n = 1,128), public high schools (n = 1,447), Utah charter schools (n = 95), and private schools (n = 1,316). An estimate of only one arts educator was used per private school.

Table 3: Market Estimate, Region: Educators by School Education Level (2013-14)

| State | Elementary | Middle/Junior | High Schools | Private Schools | Low Estimate | High Estimate | Public Districts |
|---------------|-------------------|----------------------|---------------------|------------------------|---------------------|----------------------|-------------------------|
| Utah | 526 | 145 | 123 | 124 | 1,013 | 2,791 | 41 |
| Arizona | 1,097 | 255 | 464 | 329 | 2,145 | 5,777 | 589 |
| Colorado | 968 | 289 | 337 | 399 | 1,993 | 5,181 | 200 |
| Idaho | 347 | 111 | 180 | 113 | 751 | 2,027 | 115 |
| Nevada | 337 | 88 | 105 | 131 | 661 | 1,721 | 18 |
| New Mexico | 445 | 164 | 162 | 183 | 954 | 2,496 | 89 |
| Wyoming | 210 | 76 | 76 | 37 | 399 | 1,123 | 59 |
| Region | 3,930 | 1,128 | 1,447 | 1,316 | 7,821 | 21,116 | 1,111 |

2. Utah Non-Profit Arts Organizations

Another target audience for the MAT Fine Arts is arts and culture nonprofit organizations. This includes directors of nonprofit (or for-profit) arts organizations, arts educators that deliver direct services to young people in community settings, after school programs, private programs, and in school programs, and arts educators that deliver professional development workshops in public and private educational settings.

A subset of arts and culture nonprofit organizations in Salt Lake City was gathered from internet research and College of Fine Arts faculty. This is shown in Table 4.

Table 4: Subset of Salt Lake City / Local Arts & Culture Non-Profit Organizations (n = 65)

| | | |
|-----------------------------------|--|--|
| Heart & Soul | Spy Hop Productions | Utah Council of the Blind |
| Bad Dog Rediscovered America | Starz Unlimited | Utah Humanities Council |
| Discovery Gateway | Utah Arts Festival | Utah Youth Symphony Orchestra |
| Utah Arts Alliance | Utah Museum of Fine Arts | Visual Art Institute |
| Ballet West | Utah Symphony / Utah Opera | Sorenson Unity Center |
| Intermountain Chamber Orchestra | A.R.T.S., Inc. | Boys and Girls Club of Greater Salt Lake |
| Salt Lake City Ballet | Gina Bachauer International Piano Foundation | Neighborhood House |
| Utah Hispanic Dance Alliance Inc. | Center for Documentary Arts | Utah Dance Education Organization |
| Performing Arts Coalition | Chamber Music Society of Salt Lake City | Choral Arts Society of Utah |

| | | |
|---|----------------------------|--|
| Tooth & Nail Theatre | Children's Median Workshop | Hale Centre Theatre |
| Utah Flute Association | The Children's Theatre | West Valley Theatre Arts Association |
| Arts Access/VSA of Utah | City Art | Arts West Inc. |
| Tanner Dance Program and Children's Dance Theatre | Grand Theatre | Opus Chamber Orchestra |
| Imagination Place | Jewish Community Center | Salt Lake Conservatory of Music |
| Utah Presents (Kingsbury Hall) | The Mundi Project | Library Square Foundation for Arts, Culture, and Science (DBA: The Leonardo) |
| Pioneer Theatre Company | NOVA Chamber Music Series | Theatreworks West |
| Repertory Dance Theatre | The Off Broadway Theatre | Utah Contemporary Theatre |
| Ririe-Woodbury Dance Company | RawMoves | Utah Arts Council Museum Foundation |
| Salt Lake Acting Company | Salt Lake Film Society | Dance Theatre Coalition |
| Utah Film Center | Salt Lake Symphony | Spotlight Theatre Company |
| Sundance Institute | Sundance Institute | Utah Museum of Contemporary Art |
| Saltgrass Printmakers | Theatre Arts Conservatory | |

Two key questions for this market estimate are how many arts and culture nonprofits operate in the state of Utah and how many employees at an arts and culture nonprofit organization would be potential customers for the MAT Fine Arts degree.

The inventory of SLC-based arts and culture nonprofit organizations illustrates the extent of the nonprofit arts educators market. The subset of 65 organizations excludes arts and culture nonprofit organizations in Logan, Ogden, Park City, Provo, and Southern Utah geographies, as well as the surrounding states in the region.

At larger nonprofit organizations, there may be 20-30 teachers, a subset of which serve as artists in residence at area elementary schools. A larger organization will likely have an executive director, in addition to office staff. (The largest arts nonprofit organization in Salt Lake City, Tanner Dance, has a staff of 50.) Smaller nonprofit organizations may have only 5-10 employees, and their responsibilities range from directing, teaching, and choreography to grant-writing, marketing, and development.

Given the uncertainties associated with an exact inventory of Utah and regional arts and culture nonprofits and organization size, total addressable market figures are not provided. However, there are estimates on national and state-level nonprofit employment. BLS publishes estimates on national nonprofit industry size, annual average employment, and wages. At the national level in 2012, BLS estimates over 13,000 “arts, entertainment and recreation” establishments with an average annual employment of 289,000. The national estimate of non-profit “educational services” is over 28,000 establishments with an annual average employment of greater than 1.8 million.

Additionally, aggregate nonprofit employment, as a percentage of total private employment, in Utah increased from 5.7% in 2007 to 6.7% in 2012. Regionally, Arizona (8.1%), Colorado (7.7%), Idaho (7.0%) and New Mexico (8.1%) had above average nonprofit shares of total private sector employment in 2012.

3. University of Utah and Utah-Region Pipeline of Fine Arts and Education Undergraduates

University of Utah

The University of Utah College of Education and College of Fine Arts undergraduate degree holder pipeline is essential to the success of the MAT Fine Arts program. University of Utah program managers believe the likelihood of a College of Fine Arts or College of Education undergraduate transitioning into the MAT Fine Arts is significant. The reasoning is two-fold and links to the program's target audiences: 1) College of Education students majoring in elementary education will graduate with a teaching license and are target candidates for the MAT Fine Arts; 2) arts students that graduate who are teaching in the nonprofit community and in the private music, dance, theatre, and education sector. In 2014-15, the University of Utah produced 74 elementary education (K-6) undergraduate degrees and 56 secondary education (6-12) undergraduate degrees.

Specific to Fine Arts, the University of Utah produced 276 undergraduate degrees from all Fine Arts departments in 2014-15. From academic year 2005-06 to 2014-15, the College of Fine Arts produced 2,956 undergraduate degrees (Table 5). In the same time period, Art Teaching produced 87 undergraduate degrees and theatre teaching awarded seven undergraduate degrees (Table 6). This institutional data was obtained from the University of Utah Office of Budget & Analysis (OBIA).

Table 5: University of Utah College of Fine Arts Undergraduate Degrees

| Academic Year | CFA Undergraduate Degrees |
|----------------------|----------------------------------|
| 2005-06 | 323 |
| 2006-07 | 280 |
| 2007-08 | 275 |
| 2008-09 | 297 |
| 2009-10 | 264 |
| 2010-11 | 284 |
| 2011-12 | 280 |
| 2012-13 | 331 |
| 2013-14 | 346 |
| 2014-15 | 276 |
| Total | 2,956 |

Table 6: Undergraduate College of Fine Arts Undergraduate Degrees

| Major Name | Undergraduate Degree Count |
|-------------------------------|-----------------------------------|
| Film & Media Arts | 752 |
| Art | 735 |
| Music | 551 |
| Theatre | 289 |
| Art History | 177 |
| Modern Dance | 170 |
| Ballet | 162 |
| Art Teaching | 87 |
| University Studies: Fine Arts | 26 |

Other Utah Institutions

Targeting Utah K-12 education undergraduate degree holders is another component of the MAT Fine Arts success. Table 7 lists Utah regional institutional undergraduate degrees awarded in 2014-15. This data was obtained from the Utah State Board of Education.

Table 7: Other Utah Institutions: Elementary and secondary education graduates (2014-15)

| 2014-15 Institution | Elementary Education (K-6) | Secondary Education (6-12) | Total |
|------------------------------|-----------------------------------|-----------------------------------|--------------|
| Brigham Young University | 171 | 285 | 456 |
| Dixie State College | 40 | 26 | 66 |
| Southern Utah University | 1 | 49 | 50 |
| University of Phoenix | 22 | 5 | 27 |
| University of Utah | 74 | 56 | 130 |
| Utah State University | 10 | 134 | 144 |
| Utah Valley University | 166 | 258 | 424 |
| Weber State University | 69 | 69 | 138 |
| Western Governors University | 260 | 83 | 343 |
| Westminster College | 43 | 21 | 64 |
| Totals | 856 | 986 | 1,842 |

University of Utah College of Fine Arts Alumni Survey

A recent five-year College of Fine Arts alumni survey provided information on percentages of alumni who obtained employment in the arts sector (Table 8). The survey indicates that College of Fine Arts undergraduate degree holders often secure teaching or other arts-related professional employment, especially as professional artists and arts educators. Therefore, to further develop their professional skills and advance in their career, undergraduate degree holders may seek a graduate degree creating overlap between this subset of professionals and those indicated in categories 1 and 2. Graduate alumni respondents have upwards of 90% placement in the arts sector.

Table 8: College of Fine Arts Alumni Survey on “Working in the Arts”

| Category | Undergraduate Alumni | Graduate Alumni |
|----------------------|-----------------------------|------------------------|
| Professional Artists | 76% | 88% |
| Arts Educators | 61% | 89% |
| Arts Administrators | 38% | 62% |

4. Total Addressable Market Summary

A total addressable market approach is used to estimate the largest potential market demand for a product or service, by industry sector or vertical. The addressable market is from three main sectors: 1) arts-based K-12 classroom educators defined as an estimate of currently employed arts educators in Utah and regional public school districts, private schools and charter schools; 2) Utah non-profit arts organizations and national and state-level non-profit share of private sector employment; 3) ten-year figures on University of Utah College of Fine Arts undergraduate degrees and 2014-15 University of Utah and Utah-region elementary and secondary education undergraduate degrees.

Utah K-12 arts-based classroom educator estimates range from 1,013 to 2,791. Regional estimates range from 7,821 to 21,116. National-level growth rates for the K-12 education/teaching sector is in line with the overall national average of all employment sectors at a growth of 6%.

Specific data on the total number of Utah and regional arts and culture nonprofit organizations and employees is difficult to determine. A partial inventory of arts and culture non-profit organizations based in Salt Lake City, UT is provided in this report. Nonprofit employment in Utah, as a percentage of total private employment, increased from 5.7% to 6.7% from 2007 to 2012.

The pipeline of University of Utah elementary and secondary education undergraduate degree holders (130) and College of Fine Arts undergraduate degree holders in the last ten years (2,956) is a viable feeder to the MAT Fine Arts program. Other institutions in the state of Utah produced over 1,500 elementary and secondary education undergraduate degrees in 2014-15.

II. Salary Information

National-Level BLS Data, K-12 Educators

BLS provides national-level data on K-12 educators, as of 2014. This includes median pay, required entry-level education, required work experience, number of jobs, and outlook (percent growth and characterization) (Table 9). BLS data indicate an average 2014-2024 job outlook with median pay increasing from K-6 to 9-12 tiers.

Table 9: Bureau of Labor Statistics Salary and Employment Data on K-12 Educators

| National-Level Information | Median Pay | Entry-Education | Work Experience | # of Jobs (2014) | Outlook (2014-24) | Outlook |
|-----------------------------|------------|-----------------|-----------------|------------------|-------------------|---------|
| Kindergarten and Elementary | \$53,760 | Bachelor's | None | 1,517,400 | 6% | Average |
| Middle School | \$54,940 | Bachelor's | None | 627,500 | 6% | Average |
| High School | \$56,310 | Bachelor's | None | 961,600 | 6% | Average |

National-Level Payscale.com Data, K-12 Arts Teacher

Salary data obtained from Payscale.com provides granular information on art teacher (certified K-12) salaries at the national level (Table 10). Level of experience associated with salary data is listed in Table 11.

Table 10: Payscale.com Arts Teacher (Certified K-12) National Level Salary Information

| Payscale.com: National | 10th Percentile | 90th Percentile | Median | Number of Salaries |
|-----------------------------|-----------------|-----------------|----------|--------------------|
| Art Teacher, Certified K-12 | \$29,397 | \$63,953 | \$46,675 | 302 |

Table 11: Level of Experience of Salary Data, Payscale.com

| Level of Experience of PayScale.com Salary Data | < 1 year | 1-4 years | 5-9 years | 10-19 years | 20 or more years |
|---|----------|-----------|-----------|-------------|------------------|
| Art Teacher, Certified K-12 | 4% | 31% | 24% | 27% | 13% |

Salt Lake City School District Salary Information

A significant value of the MAT Fine Arts is in allowing currently employed educators to achieve a reclassification, or “lane change,” in the school district. This reclassification is a salary increase. For context, a target student may have an undergraduate teaching degree and a teaching license. Through the course of their professional development, that student is now in the arts education field. Another student may have teaching credentials, but would like education specific to arts teaching. Other target students may be licensed as elementary teachers or arts teachers and desire a reclassification and additional education for career advancement and professional development.

The Salt Lake City School District provided 2014-15 salary schedule information (certified teachers, 182 work days). A master's degree allows a potential target MAT Fine Arts degree holder to go through a reclassification and transition three salary categories higher. For example, a recent undergraduate degree holder working as an arts educator in the Salt Lake City School District would enter school district employment at Step 1. After working two years while obtaining the MAT Fine Arts graduate degree, the student would be at Step 3 of the salary schedule. At Step 3, before degree completion, the student would hold a bachelor degree and certificate and receive a salary of \$41,064. With a new master's degree and a certificate, the target student is now eligible to skip several education and experience classification levels to receive a new salary of \$45,449. This lane change is equivalent to an annual base salary increase of \$4,385.

Granite Schools District provided a 2014-15 teacher salary schedule (nine-month base contract, 187 work days). Given the same scenario as the Salt Lake School District potential student, a Granite School District arts educator holding a bachelor's degree and certificate at salary Step 3 would receive a salary of \$33,806. With a master's degree and a certificate, the educator is eligible to skip several education and experience classifications levels to receive a salary of \$37,403. This lane change is equivalent to an annual base salary increase of \$3,597 (see attached salary schedules for SLC and Granite School Districts).

III. Competitive Overview

A professionally targeted low-residency/hybrid MAT Fine Arts degree is not offered at other USHE institutions or in the Intermountain Region.

In Utah, Westminster College offers a MAT through the School of Education. The primary differences between this program and the proposed University of Utah MAT Fine Arts are: 1) the Westminster College program is structured as a 4+1 program for teaching in K-12 classrooms; 2) the program is not specific to teaching in the arts; 3) the graduate degree is limited to in-person instruction; 4) Westminster College is a private university with potentially higher tuition and fees. Their MAT tracks range from 39-48 credit hours and include the following program options: Elementary Education Program prepares candidates to teach grades K-6, Secondary Education Program; prepares candidates to teach grades 6-12, Special Education program prepares candidates to teach students with exceptionalities in grades K-12, Dual License with Elementary Education, Dual License with Secondary Education.

The University of Utah's MAT Fine Arts degree program is distinct from other MAT programs due to the unique online hybrid modality, K-12 and arts professionals target markets, content specific to teaching the fine arts, focus beyond PreK-12 licensure, and location outside the institution's College of Education. According to UOnline's market analysis, MAT Fine Arts programs are not currently offered locally or nationally. This provides the University of Utah an opportunity to create a MAT Fine Arts that is interdisciplinary across the arts and that does not compete with other MAT programs.

Nationally, there are numerous Master of Arts in Teaching graduate degree programs specific to Theatre, Visual Arts, Dance, Music, or Community-Engaged Visual Arts Teaching. However, unlike the degree proposed here, these programs are not interdisciplinary across the fine arts (e.g., visual, media, dance, theatre, and music arts). Most of these programs require state certification/PreK-12 licensure and are implemented as 4+1, in-person degree programs.

The impact of differential tuition rates on student access and retention is minimal due to the non-traditional student population the program attracts; working arts educators in the public school system, non-profit, and private sector. Over the past ten years, the College of Fine Arts has established a data base of inquiries regarding a master's degree in art teaching. Between 2013-2016, the number of inquiries increased due in part to the growing number of Beverley Taylor Sorenson Arts Learning schools throughout the state as well as the expansion of the field of arts teaching. Arts Education faculty are contacted on average 2-3 times per month regarding a graduate program in the area of art teaching that does not require the fulfillment of a teaching license. Frequent inquiries come from licensed K-12 arts educators, licensed K-6 classroom teachers, and College of Fine Arts alumni that have found employment teaching the arts in non-profit organizations and private studios. As indicated previously, the benefit of a raise in skill, advancement, and salary along with the hybrid design that supports working professionals far outweigh a slight increase in tuition.

The societal importance of the program builds upon the intrinsic values of the arts and the interdisciplinary educational opportunities the arts provide future educators, artists, scholars, researchers, practitioners, and innovators; a critical foundation for the 21st century workforce. MAT Fine Arts will attract a diverse student body of professionals and foster student success by preparing MAT Fine Arts students to respectfully and collaboratively work alongside youth from diverse backgrounds as they engage in the process of creative learning. MAT Fine Arts practicums will provide students opportunities to investigate the role as facilitator with the main focus on empowering youth to drive the creation process as it relates to their experience and what they would like to say and explore; providing space for young people to lead and to see themselves not only as artists, but as global citizens.

Further, establishing a MAT Fine Arts degree will provide the University of Utah increased opportunities to serve as a leader in building upon the State's investment to arts education by creating a cadre of professional teaching artists and learning communities who possess the skills, rigor, and ability to effectively deliver and in some schools and organizations across the state, increase the number of youth that have access to robust arts learning experiences.

University of Utah Request for Differential Tuition – Masters of Software Development

The University of Utah is requesting approval of the proposed tuition plan for the new Masters of Software Development (MSD) degree.

Background Information

In the summer of 2015, the Governor's Office of Economic Development triggered discussions on the need for more of our workforce to have greater training in the area of software engineering.

Subsequently, there have been many discussions involving the School of Computing faculty, the Dean of College of Engineering, Office of the Senior Vice President for Academic Affairs of the University of Utah, the industry advisory boards of the School of Computing and the College of Engineering, and the Utah Technology Council on the need for this program, its structure, and its finances.

The Board of Trustees approved the MSD program on January 20, 2017.

Notification of approval by the Northwest Commission on Colleges and Universities (NWCCU) was received on February 7, 2017.

The duration of the MSD program is 18 months (Fall/Spring/Summer/ Fall) involving classroom teaching and extensive lab and project experiences.

The MSD program is comprised of 9 required courses and one required MSD project, 4 credit hours each, for a total of 40 credit hours. There are no electives. Students admitted to the program every fall semester move together as cohorts for the duration of the program.

The first cohort is scheduled begin in Fall Semester 2017.

Tuition Plan

The MSD tuition plan has been reviewed and approved by the Director of the School of Computing, the Dean of the College of Engineering and the Senior Vice President for Academic Affairs Office, as of March 2, 2017.

The proposed tuition cost for the entire program for resident students is **\$38,400**, which would be assessed at the beginning of each semester (\$9,600 in each of the four semesters).

The proposed tuition cost for the entire program for non-resident students is **\$54,400**, which would be assessed at the beginning of each semester (\$13,600 in each of the four semesters).

The proposed tuition plan has been designed to cover all direct program costs and mandatory fees.

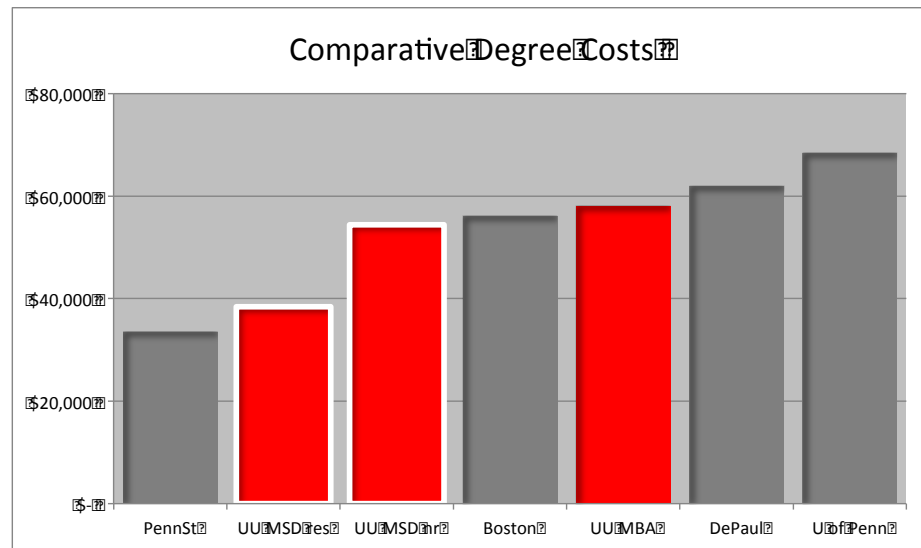
Rationale

Current budgets do not allow for adding needed career-line faculty and covering the additional costs directly related to supporting this new program.

Given the earnings potential of graduates of the program, the amounts to be assessed are considered both reasonable and in line with the costs of other similar programs.

Competitive Position

The following summary compares the proposed tuition plan to a similar professional program at the University of Utah (the MBA Program, which also attracts people from all disciplines, is a professional and terminal degree), and with other similar software engineering / software development masters' programs at other institutions.



| | PennSt | UU MSD Res | UU MSD Inr | Boston | UU MBA | DePaul | U of Penn |
|--------------|----------|------------|------------|----------|----------|----------|-----------|
| Degree Cost: | \$33,480 | \$38,400 | \$54,400 | \$56,150 | \$58,000 | \$61,940 | \$68,430 |

| | |
|--------|---|
| Cost: | Institution and Program: |
| 68,430 | University of Pennsylvania Master of Computer and Information Technology (MCIT) |
| 61,940 | DePaul University MS in Software Engineering |
| 58,000 | University of Utah Masters of Business Administration |
| 56,150 | Boston University MS in Software Development |
| 54,400 | University of Utah Masters of Software Development (non-resident) |
| 38,400 | University of Utah Masters of Software Development (resident) |
| 33,480 | Penn State Online Master of Software Engineering |

University of Utah Proposed Tuition Changes for the S.J. Quinney College of Law

Introduction and summary

The S.J. Quinney College of Law at the University of Utah (College of Law) seeks authorization to implement two changes in its tuition structure. Both are designed to be revenue neutral or positive, to help students academically and financially, and to improve our recruitment of high quality and diverse students.

- First, we propose to change to plateau tuition, in which students pay a fixed amount per semester rather than paying per credit. This change will allow law students to choose their courses each semester based on educational and professional needs rather than cost, with a cap on total credit hours per semester (currently 18) to prevent students from becoming overloaded, in accordance with ABA accreditation standards.
- Second, we propose to average the cost of law school for nonresident students over all three years, reducing “sticker shock” and reducing the student loan interest costs those students incur over the three years of law school. This will help increase non-resident recruitment, and potentially help us to recruit a much more diverse pool of applicants.

Current tuition structure

The College of Law currently charges tuition per credit, as is true for most units at the University of Utah. Utah residents pay a lower tuition rate than nonresidents. Nonresidents can obtain resident status after completing 40 credits and meeting other requirements dictated by state law. The following table identifies the total three-year tuition for students entering in AY2016-2017, assuming no annual tuition increases,¹ and assuming 15 credits per semester in the first two years and 14 credits per semester in the third year² to reach the 88 credits required for the J.D. The table addresses: (1) a resident student, (2) a nonresident student who does *not* elect to obtain resident status, and (3) a nonresident student who *does* elect to obtain resident status by taking 15 credits per semester in the first year, 10 credits in the first summer semester to obtain resident status, and 12 credits for 4 semesters to reach the 88 credits required for the J.D. The extremely large savings possible by obtaining resident status (\$45,454.78 over three years of law school) is a powerful incentive, and the vast majority of nonresident law students obtain resident status after the first summer of law school to reap these savings.³

¹ We address below potential tuition increases approved by the Board of Regents.

² These numbers will vary depending on how many credits a student chooses to take each semester.

³ For the Class of 2015 this percentage was 86%; for the Class of 2016 it is 96%; and for the Class of 2017 it is currently 91%.

Current 3-year tuition for representative students⁴

| | Resident | Nonresident | Nonresident with residency change |
|----------------|-------------|--------------|------------------------------------|
| 3-year tuition | \$75,394.44 | \$146,244.56 | \$100,789.78 (\$45,454.78 less) |

Plateau tuition proposal

The College of Law requires 88 credits to be awarded a J.D. Because of the high cost of legal education, particularly in a challenging market for legal employment and declining attorney salaries, students seek to minimize costs by paying for no more than 88 credits. This can result in perverse decisions by some students in choosing courses, in ways that disadvantage them in the employment market. For example, if a student needs only two more credits to graduate, they may enroll in whatever two-credit offering is available at a convenient time rather than a three-credit course that might better meet their professional goals or improve their chances for their desired employment. Second, although recent polling conducted by the Utah Bar Association confirms that employers increasingly value more clinical experience, which provides real client practice experience and thus makes new lawyers more “practice-ready”, a student might enroll in fewer hours of clinical credit than is professionally and educationally desirable. Third, students might avoid taking some core courses in the areas tested on the bar exam, which can reduce their chance of successfully passing the exam on their first attempt.

To eliminate this disincentive, the College of Law proposes to switch to plateau tuition, in which students pay a fixed amount of money per year to graduate with up to 94 credits, plus an option to enroll in additional credits at an incremental per-credit rate. Because students currently pay for more credits in their first year, this will also result in a small decrease in student loan interest charges incurred by paying for more credits in the first year (hence financed for a longer period of time).

As indicated above, the average resident student in AY2016-2017 will pay \$75,394.44 in tuition over three years (assuming no tuition increase approved by the Board of Regents), which averages to \$25,131.48 per year. The College proposes to charge students that fixed amount per year for three years, with an option for students to pay in installment payments by semester and adjusted proportionately upwards to reflect any tuition increase approved by the Board of Regents. This plateau tuition would pay for the 30 credits first-year law students are required to

⁴ For AY2016-2107, a resident student will pay \$1,336.50 regardless of the number of credits taken (“zero hour tuition”), plus \$765.63 per credit taken (\$448.88 per credit in base tuition plus \$316.75 per credit in differential tuition). A nonresident student will pay \$3,417.92 regardless of the number of credits taken (“zero hour tuition”), plus \$1,428.83 per credit taken (\$1,047.07 per credit in base tuition plus \$381.76 per credit in differential tuition). In addition, during AY2016-2017, all University students, regardless of residency status, will be charged additional fees that range from \$408.60 for one credit to \$571.14 for 18 credits.

take in the standard curriculum. Thereafter, it would allow students to register for up to 32 credits per year over the following two years, regardless of when they graduate, and regardless of when the credits are taken, plus \$736.89 per credit⁵ taken above 94,⁶ adjusted proportionately for any approved tuition increases. The following table compares the existing and proposed payment schedules:

Proposed plateau tuition for resident students

| Representative student⁷ | Current model (Per credit, for 88 credits) | Plateau tuition model (Up to 94 credits + \$1,375.20 per additional credit) |
|---|--|---|
| Year 1 | \$25,641.19 | \$25,131.48 |
| Year 2 | \$25,641.19 | \$25,131.48 ⁸ |
| Year 3 | \$24,110.64 | \$25,131.48 |
| Total | \$75,394.44 | \$75,394.44 |

Two provisions in Utah System of Higher Education (USHE) rules authorize this plateau tuition. USHE Rule 510-4.1.1 allows institutions to adopt “a plateau model, in which students carrying a defined full-time load [which can be between 10 – 20 credits] are charged a uniform rate within a defined range of credit hours.” USHE Rule 510-4.10 provides that “Tuition for Medicine and Law programs will be considered separately.” Taken together, these provisions allow the University of Utah to charge plateau tuition, and to do so separately for the College of Law.

Proposed averaged plateau tuition for students who begin as nonresidents

Because the vast majority of nonresident students obtain resident status by the end of their first summer, they pay a very large tuition bill in their first year, and much less in their second and third years. This presents several significant disadvantages for those students and for the College:

- Incoming nonresident students pay a disproportionately high percentage of their legal education in the first year, which can result in financial hardship and stress during the critical first year of law school.
- Because most students finance their legal education through federal and other loans, they pay interest on the largest proportion of their education expense over the longest period of time, increasing their debt at graduation.

⁵ This is the incremental per credit charge for AY2016-17 beyond zero hour tuition, to be adjusted annually as this rate changes.

⁶ Even if a large number of students increased the number of credits taken to 94, which is unlikely, we do not expect incremental costs because most College of Law courses are not at full enrollment.

⁷ Assumes 15 credits for four semesters and 14 credits for two semesters. This varies among students with small impacts on total tuition payments (up or down).

⁸ Plus increases in years 2-3 proportionate to those approved by the Regents.

- Under reporting requirements established by our accrediting body (the ABA Section of Legal Education and Admission to the Bar), we must report as nonresident tuition the full amount assuming that students do not obtain resident status ($\$146,244.46/3 = \$48,748.15$). This places us at a competitive disadvantage because potential nonresident applicants observe a cost that is artificially high relative to the actual costs they are likely to pay.
- To obtain resident status by the fall of their second year, most nonresident students must take 10 credits in the summer following their first year. In some cases this is educationally desirable, but in others it limits summer employment opportunities in the locations in which they want to locate, which can hurt their employment prospects at graduation.

Based on these factors, we propose to establish a separate plateau tuition rate (see table below) for nonresident students. This should result in no net revenue loss per student to the University or the College of Law assuming that most students would continue to obtain resident status after their first summer, but it could result in net increases if we attract a larger number of qualified applicants. We would use the same plateau tuition payment schedule as proposed above for resident students, adjusted proportionately to reflect any annual tuition increases.

Proposed plateau, averaged tuition for nonresidents on matriculation

| Representative student⁹ | Current model | Plateau tuition model |
|---|----------------------|------------------------------------|
| Year 1 | \$49,700.74 | \$33,569.59 |
| Summer after first year | \$8,992.80 | Included in plateau tuition |
| Years 2-3 | \$42,096.24 | \$33,569.59 per year ¹⁰ |
| Total | \$100,789.78 | \$100,789.78 |

There appears to be no barrier to this proposal under USHE rules. Averaged over three years of law school, we would retain the same proportionate difference between nonresident and resident tuition for that portion of the time in which students are nonresidents. To avoid a “windfall” of lower tuition during their first year plus resident tuition during their second and third years, we would require students to sign an enforceable agreement indicating that they waive the lower resident plateau tuition rate even if they obtain residency status during law school.

Special issues

The plateau tuition and averaged tuition proposals raise questions about several specific situations for some categories of students:

⁹ Assumes 15 credits for four semesters and 14 credits for two semesters; nonresident status in first year and resident tuition thereafter.

¹⁰ Plus tuition increases proportionate to increases approved by the Regents.

- Joint degree program students. The College of Law offers several JD/Masters Degree programs in conjunction with other colleges. These programs require four years to complete. The first year is the standard first year JD program, during which students would pay the regular plateau tuition. In the remaining three years, students may count 12 credits earned in approved courses in the companion program toward the J.D., reducing the remaining credits taken at the law school from 58 to 46. Plateau tuition for those students will be reduced proportionately (to 80% of that charged to other J.D. students), and then divided equally over the remaining three years of the program. Joint degree students will pay tuition separately for credits taken in the companion program.
- Non-resident students who fail to complete the program. A small number of students transfer to another school or drop out of law school. In the case of nonresident students, this would mean a loss of \$16,131 per student. Because a repayment clause may be difficult to enforce and might be viewed as an unfair means of discouraging transfer applications, we propose to assume that these losses would be offset by increased enrollment.
- Law students who take non-law classes. Departments will continue to receive student credit hours (SCH) for those courses as usual. For departments with differential tuition, the College of Law will remit the appropriate portion of differential tuition from those credit hours.
- Graduate students who take law classes. Graduate students from other colleges will continue to be allowed to take law courses with instructor permission, using the current payment methods.
- Transfer and visiting students will continue to pay resident or nonresident tuition rates, as applicable.

Utah System of Higher Education

Attachment 14



FORM R-6: DIFFERENTIAL TUITION REQUEST

Fiscal Year: 2018

Institution: Snow College

Prepared by: SLH

Due date: March 15, 2017

Submission Date: 15-Mar-17

R510-4.2. Differential Tuition: Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

4.2.1. Student and Market Demand for the Program:

The program was created based on local market demand. To promote entrepreneurship and economic benefits, the local area needs graduates that can promote business enterprises. Because local industries are limited, the program was designed with an entrepreneur focus to ensure individuals are capable of starting companies. This concept came from meeting with local business, government, and agency individuals. The market demand in the Snow College service area is to promote business creation. Further details are described in the economic benefits section in this document.

4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The impact of differential tuition rates will be minimal. At twenty percent increase in the junior and senior level will help offset the costs of faculty salary and the costs of equipment for the program. With the added twenty percent, the tuition is still twenty one percent lower than the other software engineering program in the state offered by UVU. More details are provided in Differential Tuition section in this document.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

As described above and in the section on Differential Tuition, the cost of Snow College will be 21% below the other Software Engineering programs in the state.

4.2.4. Potential Earnings Capacity of Program Graduates:

The potential earning capacity for the graduates of the software engineering will be substantial especially if compared to the local service region. The average starting salary based on Bureau of Labor Statistics in 2012 was \$93,000. This is a substantially higher income than most graduates of any program. Graduates from this program should be able to enjoy the benefits of a great starting wage as they begin their careers. More details are provided in the Program Importance and Economic Benefits section in this document.

4.2.5. Societal Importance of the Program:

The societal importance of the program is clear. The demand for those working in the Software Engineering and Computer science sector in our society is large and continues to grow. Graduates from this program will be involved in societal areas from manufacturing to cyber security. One of the goals of the program is to ensure that students encounter the full stack of programming software so that they are able to work in all sectors. By providing top-notch graduates that are ready to integrate into companies or start their own will have positive benefits on society. More details are provided in the Program Importance section of this document.

Snow College Bachelor of Science Degree in Software Engineering

Section I: Request

A new Bachelor of Science degree in Software Engineering was approved by the Board of Regents on November 18, 2016. Snow College requests that the upper division courses for this program adopt the same tuition and differential schedule as the Bachelor of Music program. This differential rate will be 20% higher than the regular tuition amount per credit hour. In FY 2017-18 a full time, resident student would pay base tuition of \$1,638 and the upper division student would pay \$1,966. For a full time, non-resident student, the base tuition will be \$5,983 and the upper division student will pay \$7,180. Funds will be used towards offsetting the cost of faculty salary and equipment for the program.

Section II: Economic Benefits

According to the Occupational Outlook Handbook published by the Bureau of Labor Statistics, employment of software developers is projected to grow 22 percent from 2012 to 2022. This occupation is expected to experience much faster than average employment growth with a high volume of annual job openings. This growth is driven by a large increase in the demand for computer software. Business expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade. Job prospects will be best for applicants with knowledge of the most up-to-date programming tools and languages. Compared to all occupations, wages for this occupation are very high, growing much faster than the average for all occupations. The Utah Occupational Report for Software Developers and Systems Software (Occupational Code: 15-1133) shows the estimated demand:

| Area Name | Current Employment | Projected Employment | Annual %Change | Total Annual Openings | Star Rating |
|------------------------|--------------------|----------------------|----------------|-----------------------|-------------|
| Ogden-Clearfield Metro | 280 | 460 | 6.1 | 20 | 5 |
| Provo-Orem Metro | 890 | 1,310 | 4.8 | 50 | 5 |
| Salt Lake Metro | 1,890 | 2,400 | 2.7 | 70 | 5 |
| Utah Statewide | 3,120 | 4,240 | 3.6 | 150 | 5 |
| United States | 405,000 | 487,800 | 2 | 13,470 | |

* Due to rounding and because projections are made separately for each area and the state, figures for all areas will probably not add up to the state total. In addition, star ratings are applied differently to each area.

Occupational Wages-Published April 2015 (data from May 2014) for
Software Developers, Systems Software

| Area Name | Hourly Inexperienced | Hourly Median | Annual Inexperienced | Annual Median | On the job Training | Education | Experience |
|------------------------|----------------------|---------------|----------------------|---------------|---------------------|-------------------|------------|
| Bear River | \$25.25 | \$35.76 | \$52,518 | \$74,384 | None | Bachelor's degree | None |
| Ogden-Clearfield Metro | \$30.65 | \$41.50 | \$63,740 | \$86,310 | None | Bachelor's degree | None |
| Provo-Orem Metro | \$29.20 | \$44.18 | \$60,740 | \$91,890 | None | Bachelor's degree | None |
| Salt Lake Metro | \$32.32 | \$45.01 | \$67,220 | \$93,630 | None | Bachelor's degree | None |
| St. George Metro | \$23.95 | \$48.42 | \$49,820 | \$100,710 | None | Bachelor's degree | None |
| United States | -- | \$49.46 | -- | \$102,880 | None | Bachelor's degree | None |
| Utah Statewide | \$31.01 | \$44.32 | \$64,490 | \$92,180 | None | Bachelor's degree | None |

* Indicates that Hourly wage rates for occupations where workers typically work fewer than 2,080 hours per year are not available.

** This wage is equal to or greater than \$70.00 per hour or \$145,600 per year.

Above Figure: 2012-2022 Employment Projections for Software Developers, Systems Software

- <http://jobs.utah.gov/jsp/wi/utalmis/oidoreport.do#proj>

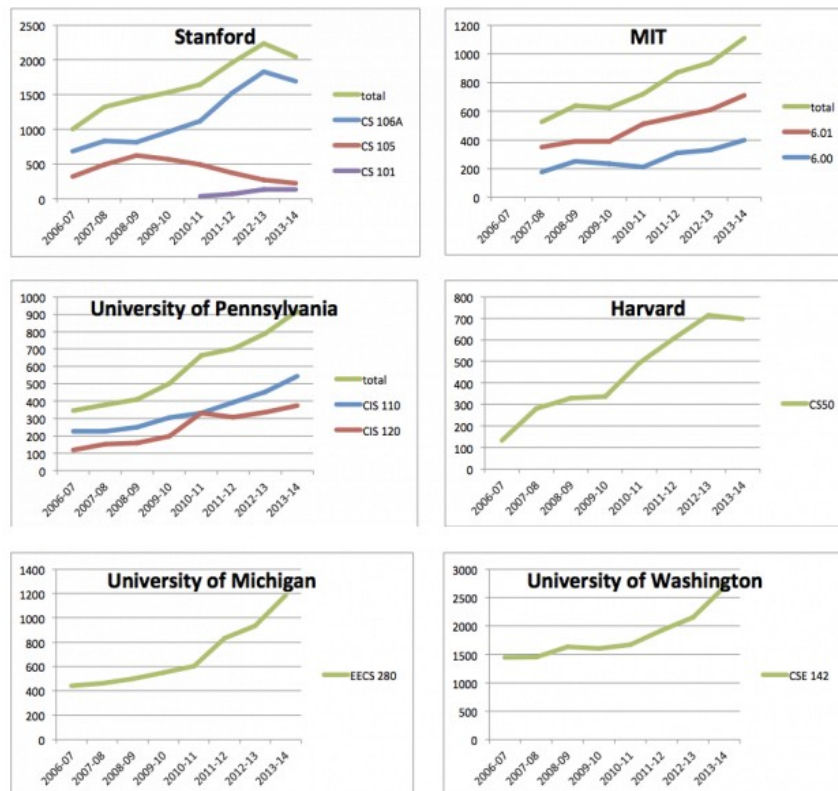
Utah is challenged by the demand for software developers and engineers. "We're one of the hottest innovation communities in the country," said Utah Technology Council president and chief executive officer Richard Nelson. "Demand for software developers and engineers far outstrips the ability of our colleges, universities and applied technology colleges to produce those graduates and skilled talent." A recent study, commissioned by the Utah Technology

Council, surveyed 40 of the state's 5,000-plus high-tech firms. According to the study which was completed in 2014:

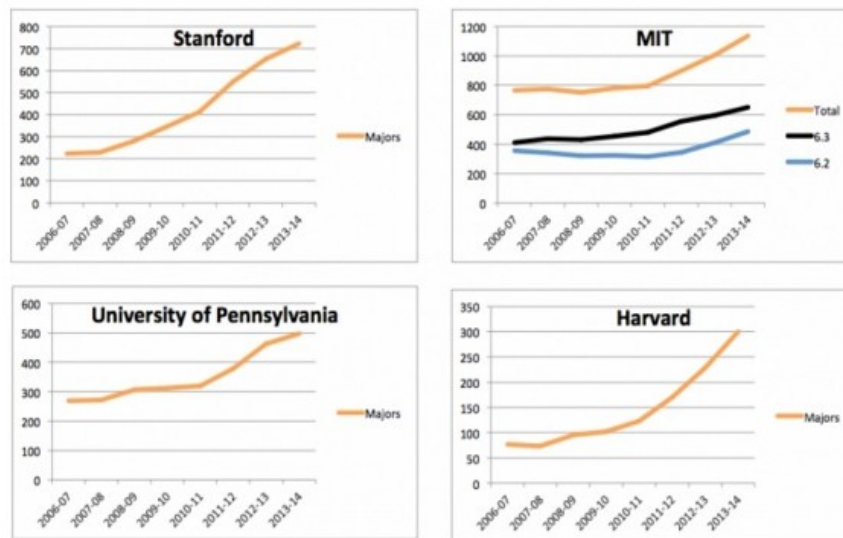
- The number of software developers and engineers employed by those 40 companies in Utah was nearly 8,200 last year, up from 4,703 in the 2013 survey.
- The study determined there were 1,105 open positions with those companies with 527 of those positions for software developers and engineers, compared to 391 in 2013.
- 72% of the companies indicated that they plan to increase their number of employees, filling 1,845 open tech positions with 1,079 of those jobs going to developers and engineers.
- Starting salaries are more than \$60,000 per year, with many positions paying between \$75,000 and \$105,000 per year.

<http://www.deseretnews.com/article/865622637/Demand-outpacing-supply-of-Utah-tech-and-engineering-grads.html?pg=all>

Student interest in computing programs is continuing to rise nationally and within Utah. The number of students at Snow College declaring computer science or a closely related program as their major has risen steadily over the past few years. The number of students enrolling in Computer Science courses at Snow College has almost doubled from 55 in 2012/13 to 97 in 2015/2016. This increase is also evident in demand for Computer Science courses from other universities:



Above Figure: Demand for Computer Science Courses- <http://www.geekwire.com/2014/analysis-examining-computer-science-education-explosion/>



Above Figure: Increasing Demand for Computer Science

Degrees-<http://www.geekwire.com/2014/analysis-examining-computer-science-education-explosion/>

Section III: Differential Tuition

There is only one Software Engineering program in the USHE system which is at Utah Valley University and it is not ABET accredited. Our program will offer the only ABET accredited Software Engineering program in the state of Utah. This accreditation will be enhanced by courses that have been aligned with industry recognized certifications where possible. Finally, a unique aspect of the Snow College Software Engineering program is the software entrepreneurship emphasis. This is a unique offering that requires collaboration between fields like Accounting, Marketing, Business Management, and Software Engineering to teach students how to monetize software products and services.

Even with the differential tuition, costs to Engineering students will remain the lowest in the nation. The cost of tuition and fees at Utah Valley University is \$2,765. The cost of tuition and fees at Snow College for Engineering students will only be \$2,174. This is 21% less than the cost of Utah Valley University. Further comparisons include ASU - \$5,320 / semester; Mississippi University - \$5,200 / semester; University of Texas - \$6,081 / semester; Utah State - \$3,630 / semester; and University of Utah - \$3,256.

Section IV: Program Importance

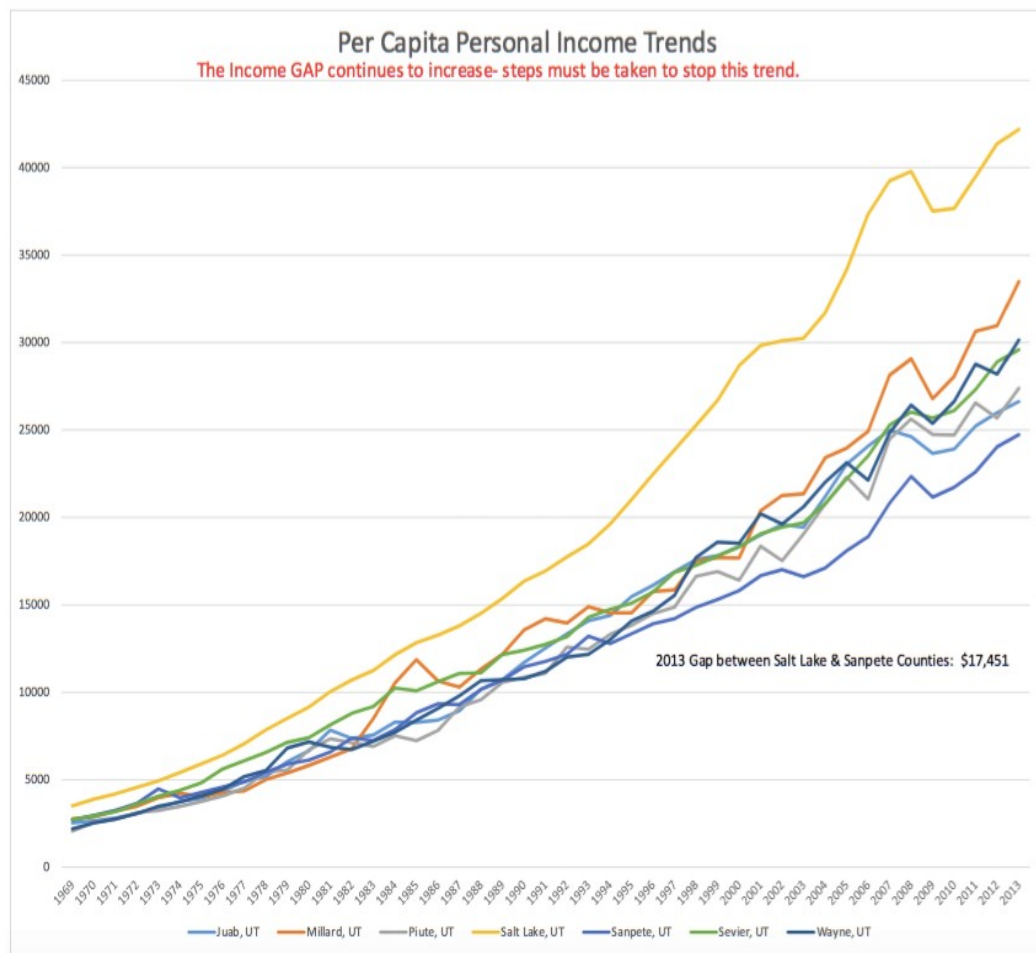
The United States faces a global competitiveness crisis that if not addressed, will put our nation at a strategic disadvantage for decades to come. In just a few years, there will be 1.8 million technology jobs unfilled in our nation because we don't have enough individuals trained with the necessary skills to fill them. In its 2012 Occupational Projection Report, the Bureau of Labor Statistics reported, "By 2022, the computer and mathematical occupations group is expected to yield more than 1.3 million new job openings. However, unlike most occupational groups, more job openings will stem from growth than from the need to replace workers who change occupations or leave the labor force." More than 3 in 4 of these 1.3M jobs will require at least a

Bachelor's degree in a technology discipline. The current 16,000 computer science undergraduates per year doesn't come close to what is needed.

While nationally the demand for computer systems and design employees is expected to grow rapidly, diversity in computer science undergraduate programs is poor. In 2007-08, only 4% of B.S. computer science degrees were awarded to African Americans; 6.1%, to Hispanics; and 11.8%, to women³. Getting women and underserved groups involved offers the potential to fill more than 30-40% of the projected jobs over the next seven years. It is also important to these groups because the workforce that creates technology should be representative of the people who will use it, or there will be an inherent bias in design and interfaces. Since computing occupations are among the fastest-growing and highest paying, their choice of computing occupations can reduce social inequity.

In addition to diversity, Central Utah faces other challenges. Since 2007, rural communities have endured the steepest and longest economic contraction since the Great Depression. There are several long-term structural challenges to rural prosperity including out-migration, consolidation, and access to financial capital that threaten rural prosperity. This is evidenced by the significant income gap that exists between the six county region of Sanpete, Sevier, Juab, Millard, Piute, and Wayne and Salt Lake County as depicted in the following figure showing the Per Capita Personal Income Gap -

<http://www.bea.gov/iTable/iTable.cfm?reqid=99&step=1#reqid=99&step=1&isuri=1>:



This income gap will be impacted by another factor which results in Central Utah being referred as the “donut hole.” This label describes both its central location in the state along with the void

of technology learning opportunities for students. This void of technology learning opportunities fuels the out-migration which will widen the income gap.

This proposal presents another opportunity to reduce out-migration and grow the economic base for central Utah. Several potential employers have expressed interest in locating in less populated, Tier-3 locations (a Tier-3 location has 20,000 to 49,999 residents). Sanpete County has 28,778 residents. The key decision drivers for a technology company considering relocation are access to a talented workforce, IT professionals with experience, and access to a partnership with a higher-education institution to foster partnerships through internships that lead to full time employment. While having access to educated talent fulfills this requirement, there is an added incentive for businesses to consider locating in Central Utah. An incentive offered by the State of Utah, Enterprise Zone Tax Credit, is available to businesses in rural communities. Five of the six counties in Snow's service area have been designated as Enterprise Zones. Enterprise Zone Tax Credits are available to businesses hiring new full time positions. Additional credits are available if the position pays at least 125% of the county average monthly wage for the respective industry. More credits are available if an employer sponsored health insurance program is offered. Tax credits are also available for investment in plant, equipment, or other depreciable property.

In Utah's Economic Development Plan, Governor Gary R. Herbert cites four key objectives: 1) Strengthen and grow existing Utah businesses, both urban and rural; 2) Increase innovation, entrepreneurship, and investment; 3) Increase national and international business; and 4) Prioritize education to develop the workforce of the future.

Education is essential to achieving the first objective because, as stated earlier, the availability of skilled labor is the number one site selection factor for relocating companies. Education is also essential to achieving the fourth objective, especially with regard to technology because the current demand for skilled resources far exceeds the available supply.

This software engineering program is designed to address these important issues. It's not enough for students to use technology, they need to learn how to create it and make it work. The program will prepare students to enter the profession immediately, addressing the industry demand issue. Should students desire, this program will also prepare them to continue on to more advanced educational opportunities. This program will be accessible to students of all backgrounds, particularly young women and students from underserved communities. Through classes and technical events (coding clubs, challenges, and camps), local K-12 programs students, that currently do not have access to technology education, will be connected to these opportunities. To ensure this, we are working with the school district to create a well-defined, connected technical education pathway. Other partnerships with industry groups (ACM-W) and industry partners (Google, etc.), will connect women to the high-tech industry. Finally, a key cornerstone of our program is internships. These internships will provide mentoring, targeted master courses and on-the-job support that not only help students build industry relevant technology skills but facilitate the creation of a student portfolio that highlights student accomplishments.

This program supports Governor Herbert's first initiative to strengthen and grow rural Utah businesses. The availability of a skilled labor pool offers an opportunity for businesses seeking talent to consider relocating to or expanding operations in the central Utah counties of Sanpete, Sevier, Juab, Millard, Piute, and Wayne. The entrepreneurship emphasis provides students the foundational skills needed to create software startup companies in these rural communities. This will aid in addressing the widening income gap.

Through outreach and engagement with local school districts, this program will reduce the technology donut-hole effect in central Utah. Pathways are currently being established in the Sanpete and Sevier School Districts to support the State of Utah's Public Education plan to integrate Computer Science into K-12 by making classes available to high school students and providing a clear path to a degree. Snow College is assisting with delivery of these educational offerings. This will be extended to the other counties' districts as possible.



UTAH VALLEY UNIVERSITY

VICE PRESIDENT *for* PLANNING, BUDGET, & HUMAN RESOURCES

TO: Commissioner David L. Buhler

FROM: Linda Makin, Vice President for Planning, Budget, and Human Resources

DATE: March 15, 2017

SUBJECT: Request for Graduate Tuition Differential

During their July 2016 Board meeting, the Board of Regents approved five new Master's degrees for Utah Valley University to begin Fall 2017. The finance sections for each of the new program requests included revenue based on differential graduate tuition rates. Revenue generated through these tuition differential rates will directly support these new graduate programs. Projected tuition differential rates have been communicated to prospective students; thus, no negative impact on student access or retention is anticipated.

Currently, UVU has two graduate tuition scales: 1) base graduate tuition scale used by the Master of Education and Master of Nursing programs and 2) MBA graduate tuition scale. UVU is proposing the addition of four new differential graduate tuition scales based on comparability with other graduate programs at UVU and across USHE as well as potential graduate career opportunities and earnings.

- A. Master of Accountancy—The MBA tuition rate is comprised of the base graduate tuition rate, a Woodbury School of Business graduate program differential, and an international immersion experience differential. UVU proposes a MAcc tuition rate comprised of the base graduate tuition and the Woodbury School of Business graduate program differential.

| Graduate Program | Base Graduate Tuition Rate | WSB Differential | International Immersion Experience Differential | Total Resident Rate Per Credit Hour |
|------------------|----------------------------|------------------|---|-------------------------------------|
| MBA | \$279 | \$215 | \$111 | \$605 |
| MAcc | \$279 | \$215 | \$0 | \$494 |

- B. Master of Computer Science—Graduates of this program will be in high demand, have strong earning potential, and expect increased opportunities for advancement in careers which are in high demand locally and throughout the state. During 2016-17, graduate computer science tuition rates per credit at other USHE institutions were University of Utah \$398, Utah State University \$340, and Weber State University \$359. UVU proposes a Master of Computer Science tuition rate comprised of the base graduate tuition of \$279 (residents) plus a tuition differential of \$96 for a combined tuition rate of \$375 per credit.
- C. Master of Social Work—Graduates of this program will be prepared to become Licensed Clinical Social Workers and have significantly increased earning potential and career opportunities. During 2016-17, MSW tuition rates per credit at other USHE institutions were University of Utah

\$446 and Utah State University \$420. UVU proposes a Master of Social Work tuition rate comprised of the base graduate tuition of \$279 (residents) plus a tuition differential of \$71 for a combined tuition rate of \$350 per credit.

- D. Master of Public Services/Master of Cybersecurity—This proposed scale will be used by two graduate programs. UVU proposes this graduate tuition rate comprised of the base graduate tuition of \$279 (residents) plus a tuition differential of \$121 for a combined tuition rate of \$400 per credit.
- Master of Public Services—Graduates of this program will be in high demand, have increased annual earning potential of \$13,000 to \$17,000, and experience increased opportunities for advancement. During 2016-17, MPA (similar program) tuition rates per credit hour at other USHE institutions were University of Utah \$433 and Southern Utah University \$385.
 - Master of Cybersecurity—Graduates of this program will be in high demand and expect annual salaries of \$90,000+. During 2016-17, SUU's graduate level Cybersecurity program tuition rate per credit was \$443.

| Graduate Program | Base Graduate Tuition Rate | Differential | Total Resident Rate Per Credit Hour |
|---|----------------------------|--------------|-------------------------------------|
| Master of Computer Science | \$279 | \$96 | \$375 |
| Master of Social Work | \$279 | \$71 | \$350 |
| Master of Public Services and Master of Cybersecurity | \$279 | \$121 | \$400 |

Additional information has been submitted on R-6 Differential Tuition Request forms. Non-resident tuition rates would be the base graduate non-resident rate of \$850 plus the amount of the tuition differential for each specific program.

Please let me know if you have questions or require additional information.

Utah System of Higher Education

Attachment 15



FORM R-6: DIFFERENTIAL TUITION REQUEST

Fiscal Year: 2018

Institution: Utah Valley University

Prepared by: LM

Due date: March 15, 2017

Submission Date: 3/15/2017

R510-4.2. Differential Tuition: Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

Program: Master of Accountancy (New Program Beginning Fall 2017)

4.2.1. Student and Market Demand for the Program:

Recent postings for employment in accounting and related fields show 782 opening statewide requiring a graduate/professional degree with many other indicating preference for applicants with a MAcc. Based on initial applications for admissions, student demand for this program is high. The MAcc qualifies individuals to sit for the Uniform CPA Examinations in the State of Utah.

4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The finance portion of the R401 New Program request included a tuition differential for students in this program similar to that at Weber State. This projected differential tuition rate has been communicated to prospective students, thus no negative impact on student access or retention is anticipated.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

UVU's proposed 2017-18 MAcc tuition rate of \$494 per credit (resident students) is comprised of UVU's 2017-18 base graduate rate of \$279 plus the Woodbury School of Business graduate tuition differential of \$215 (previously authorized by Regents). MAcc students at other USHE institutions pay differential tuition equal to that of the MBA. UVU MBA students pay an additional \$111 per credit for an international immersion experience which is not part of UVU's MAcc program. During 16-17, MAcc tuition rates per credit at other USHE institutions were UofU--\$860, USU--\$721, Weber--\$455, SUU--\$443.

4.2.4. Potential Earnings Capacity of Program Graduates:

MAcc graduates can expect starting annual salaries \$10,000 to \$15,000 higher than baccalaureate graduates.

4.2.5. Societal Importance of the Program:

Accountants provide critical skills in support of individuals, businesses, and governmental entities, particularly in a global economy and regulatory environment.

Utah System of Higher Education

Attachment 15



FORM R-6: DIFFERENTIAL TUITION REQUEST

Fiscal Year: 2018

Institution: Utah Valley University

Prepared by: LM

Due date: March 15, 2017

Submission Date: 3/15/2017

R510-4.2. Differential Tuition: Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

Program: Master of Computer Science (New Program Beginning Fall 2017)

4.2.1. Student and Market Demand for the Program:

A labor market research report supports projections of 1,000+ new computer science related jobs in Utah annually with a significant portion of these jobs in the Provo-Orem Metropolitan Statistical Area. This report indicates a dramatic undersupply of new graduate level computer scientists for jobs postings in Utah. Enrollments in UVU's undergraduate Computer Science programs have increased by 76 percent since 2009-10 with a portion of the graduating students expressing plans to pursue a Masters in Computer Science degree.

4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The finance portion of the R401 New Program request included a tuition differential for students in this program similar to that at Weber State. This projected differential tuition rate has been communicated to prospective students, thus no negative impact on student access or retention is anticipated.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

UVU's proposed 2017-18 Master of Computer Science tuition rate of \$375 per credit (resident students) is comprised of UVU's 2017-18 base graduate rate of \$279 plus a tuition differential of \$96). During 16-17, graduate computer science tuition rates per credit at other USHE institutions were UofU--\$398, USU--\$340, Weber--\$359.

4.2.4. Potential Earnings Capacity of Program Graduates:

MCS graduates can expect starting annual salaries approximately \$10,000 higher than baccalaureate graduates and will have increased opportunities for advancement.

4.2.5. Societal Importance of the Program:

The increasingly technological Utah and global economy requires skilled computer scientists trained at all levels--certificate through graduate level.

Utah System of Higher Education

Attachment 15



FORM R-6: DIFFERENTIAL TUITION REQUEST

Fiscal Year: 2018

Institution: Utah Valley University

Prepared by: LM

Due date: March 15, 2017

Submission Date: 3/15/2017

R510-4.2. Differential Tuition: Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

Program: Master of Cybersecurity (New Program Beginning Fall 2017)

4.2.1. Student and Market Demand for the Program:

The shortage of cybersecurity professionals is a national issue. Utah County is home of or a key venue for some of the world leaders in information technology and cybersecurity as well as a Cybersecurity Data Center for the NSA. Graduates from UVU's Information Systems & Technology programs and Cybersecurity program express significant interest in pursuing graduate work in Cybersecurity.

4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The finance portion of the R401 New Program request reflected a tuition differential for students in this program similar to differential for other information technology graduate programs. This projected differential tuition rate has been communicated to prospective students, thus no negative impact on student access or retention is anticipated.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

UVU's proposed 2017-18 Master of Cybersecurity Work tuition rate of \$400 per credit (resident students) is comprised of UVU's 2017-18 base graduate rate of \$279 plus a tuition differential of \$121. During 16-17, SUU's graduate level Cybersecurity program tuition rate per credit was \$443.

4.2.4. Potential Earnings Capacity of Program Graduates:

U.S. News & World Report ranked a career in information security analysis on its list of 100 best jobs for 2015; average salaries nationally are approximately \$90,000 with Chief Information Security Officers earning closer to \$150,000.

4.2.5. Societal Importance of the Program:

The federal government has identified information security as a national security and public safety issue.

Utah System of Higher Education

Attachment 15



FORM R-6: DIFFERENTIAL TUITION REQUEST

Fiscal Year: 2018

Institution: Utah Valley University

Prepared by: LM

Due date: March 15, 2017

Submission Date: 3/15/2017

R510-4.2. Differential Tuition: Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

Program: Master of Social Work (New Program Beginning Fall 2017)

4.2.1. Student and Market Demand for the Program:

Social Work is a broad and diverse field; labor market research indicates 100s of new Utah jobs annually and significant gaps in the number of graduates produced within Utah to annual job openings. Enrollment and completion in UVU's undergraduate Behavioral Science and BSW degree programs are strong. A significant portion of these graduating students express plans to pursue an MSW to prepare to become a Licensed Clinical Social Worker.

4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The finance portion of the R401 New Program request reflected a tuition differential for students in this program similar to differential for other graduate social work programs. This projected differential tuition rate has been communicated to prospective students, thus no negative impact on student access or retention is anticipated.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

UVU's proposed 2017-18 Master of Social Work tuition rate of \$350 per credit (resident students) is comprised of UVU's 2017-18 base graduate rate of \$279 plus a tuition differential of \$71). During 16-17, Master of Social Work tuition rates per credit at other USHE institutions were UofU--\$446, USU--\$420.

4.2.4. Potential Earnings Capacity of Program Graduates:

MSW graduates can expect starting annual salaries approximately \$13,000 to \$20,000 higher than BSW graduates and will have increased opportunities for advancement.

4.2.5. Societal Importance of the Program:

The MSW program has three areas of specialization--mental health, addictions, and engaging with diverse populations. Significant demand exists and is projected to continue to grow for skilled professionals to address these critical mental health needs.

Utah System of Higher Education

Attachment 15



FORM R-6: DIFFERENTIAL TUITION REQUEST

Fiscal Year: 2018

Institution: Utah Valley University

Prepared by: LM

Due date: March 15, 2017

Submission Date: 3/15/2017

R510-4.2. Differential Tuition: Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

Program: Master of Public Services (New Program Beginning Fall 2017)

4.2.1. Student and Market Demand for the Program:

Growth within the State of Utah and Utah County places increased burden for public services on local governments. Further, many managers and senior leaders within public service sectors are retiring. Labor market research indicates emergency services and homeland security jobs are among the faster growing. This graduate level program with its focus on public services/safety will be the only one within the State of Utah. Students and graduates in public services programs at UVU indicate strong interest in pursuing an MPS.

4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The finance portion of the R401 New Program request reflected a tuition differential for students in this program similar to differential tuition for MPA programs. This projected differential tuition rate has been communicated to prospective students, thus no negative impact on student access or retention is anticipated.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

UVU's proposed 2017-18 Master of Public Services tuition rate of \$400 per credit (resident students) is comprised of UVU's 2017-18 base graduate rate of \$279 plus a tuition differential of \$121). During 16-17, MPA tuition rates per credit at other USHE institutions were UofU--\$433, SUU--\$385..

4.2.4. Potential Earnings Capacity of Program Graduates:

MPS graduates can expect salaries approximately \$13,000 to \$17,000 higher than those with bachelor's degrees and will have increased opportunities for advancement.

4.2.5. Societal Importance of the Program:

This program prepares professional competent leaders to address current and pressing challenges facing society such as disasters and terrorist attacks.

Utah System of Higher Education

Attachment 15



FORM R-6: DIFFERENTIAL TUITION REQUEST

Fiscal Year: 2018

Institution: Utah Valley University

Prepared by: LM

Due date: March 15, 2017

Submission Date: 3/15/2017

R510-4.2. Differential Tuition: Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

Program: Master of Cybersecurity (New Program Beginning Fall 2017)

4.2.1. Student and Market Demand for the Program:

The shortage of cybersecurity professionals is a national issue. Utah County is home of or a key venue for some of the world leaders in information technology and cybersecurity as well as a Cybersecurity Data Center for the NSA. Graduates from UVU's Information Systems & Technology programs and Cybersecurity program express significant interest in pursuing graduate work in Cybersecurity.

4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The finance portion of the R401 New Program request reflected a tuition differential for students in this program similar to differential for other information technology graduate programs. This projected differential tuition rate has been communicated to prospective students, thus no negative impact on student access or retention is anticipated.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

UVU's proposed 2017-18 Master of Cybersecurity Work tuition rate of \$400 per credit (resident students) is comprised of UVU's 2017-18 base graduate rate of \$279 plus a tuition differential of \$121. During 16-17, SUU's graduate level Cybersecurity program tuition rate per credit was \$443.

4.2.4. Potential Earnings Capacity of Program Graduates:

U.S. News & World Report ranked a career in information security analysis on its list of 100 best jobs for 2015; average salaries nationally are approximately \$90,000 with Chief Information Security Officers earning closer to \$150,000.

4.2.5. Societal Importance of the Program:

The federal government has identified information security as a national security and public safety issue.

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Money Management Report for the Fiscal Year Ending June 30, 2016

Issue

Pursuant to *Utah Code 51-7-13(3)(a)(c)*, *Utah Code 51-8-303(6)*, and Board of Regents policy R541, USHE institutions are required to submit to the Board monthly and annual reports detailing the deposit and investment of funds. The Board then submits an annual summary report of all investments by institution to both the Governor and the Legislature. This report serves as the annual summary report and meets the requirements outlined in statute.

Background

On a monthly and annual basis institutions prepare investment reports that are reviewed and approved by both the institution treasurer and internal auditor(s). The treasurer certifies that the institution is in compliance with the Uniform Prudent Management of Institutional Funds Act (UPMIFA) and the State Money Management Act. The internal auditor(s) verifies compliance with state statutes, Regents' policy, institutional policy, federal regulation, strength of controls, and confirms the completeness and accuracy of the investment reports. Completed reports are submitted to the institution's Board of Trustees for review and approval (as delegated by the Board of Regents) and forwarded to the Commissioner's Office for review and record keeping.

Statute requires that the annual summary report to the Governor and Legislature represent audited values. To meet this requirement, this report is prepared after the state auditors complete their annual financial audit of the institutions. The investment figures used in this report tie to the audited "Statement of Net Assets" found in the institution's financial statements.

The attached report demonstrates the relative size of institutional investments and the asset allocations in place at each school by investment category. The categories are:

- Endowment Investments - governed by UPMIFA and regents policy R541;
- Foundation Investments - governed by a Foundation Board of Trustees/Directors operating under the requirements of non-profit 501(c)(3)s; and
- Other Investments - all funds not endowment or foundation operating under the guidelines and requirements of Utah Code 51-7, and Utah Money Management Act.

Additional Information

The Commissioner's staff has worked with USHE controllers to provide additional information regarding the oversight and review of the investment process to address Regent questions regarding: asset allocation, compliance with laws and regulations, return on assets, and risk management. The following information has been provided by the institutions describing their processes and procedures for evaluating the performance of their respective investments, the various benchmarks used in the evaluation process, and clarifying notes describing the use of outside industry professionals to assist in the management of institutional investments.

Oversight and Review

The responsibility for oversight, management, and reporting of assets invested (including the management of the portfolio, selection of investment products, and investiture/divestiture decisions) has been delegated by the Board of Regents to an institution's Board of Trustees. To assist with this charge, the institutions have created investment committees to help with the operational responsibilities. The membership of these committees vary by campus, but may include trustees, institutional officers, designated treasurers, institution employees, members of the business community, and/or investment professionals. Institutional use of outside professionals varies. In some cases, outside professionals (i.e. Commonfund, Wells Fargo, LCG Associates, Albourne America, and Strata Financial Services) are hired to manage pieces of investment portfolios. In other cases, individuals who are recognized as investment professionals may sit on the investment committees.

Investment committees are asked to evaluate the respective investments relative to returns, risk mitigation, institutional needs, reasonableness, effectiveness, overall position, prudence, and management cost, while maintaining compliance with statutes, policies, authorities, and regulations.

Reports of the positions, instruments, and balances are produced on a monthly and a quarterly basis by the designated treasurer, approved by committees, and presented to the institutional President and Board of Trustees for review and approval.

Performance Measurement

Institutions use industry standard benchmarks to measure the return on their investments, allocation of assets, and risk level. The benchmark tools may include S&P 500, Russell 3000, Morgan Stanley (MSCI) for equity funds, UBS index, Barclays Capital Index, London Interbank Offered Rate (LIBOR), and peer group comparisons. Several institutions participate in a national survey by NACUBO – Commonfund Study of Endowments (which includes all major colleges and universities in the U.S.). The results of this annual study are a key indicator of how their investment practices and results compare to other major universities. The NACUBO study also provides insights into current investment trends and ways to improve overall results. Dixie State University has chosen to place the bulk of their investments with the University of Utah, thus getting the benefit of all the investment strategies the University of Utah has access to, as well as to professionals on staff.

Foundations

Foundations are managed in a similar manner, having a board and committee that oversee and direct the investments of each foundation. The foundations are subject to federal regulations. In the case of Dixie State University and Utah Valley University, the foundations are completely separate entities from the institution. Dixie State University does not maintain any institutional investments within their foundation.

Utah State University's foundation is considered to be a part of the university or "dependent foundation", which is dedicated to maximizing support from private donations. As such, foundation funds are invested as part of the university endowment according to current university guidelines, oversight protocols, performance evaluation standards, and according to the same investment policies as all other university funds.

Items of Note

Southern Utah University - the decrease in the total investment portfolio from FY 2015 to FY 2016 is due to the construction and completion of the new Beverly Center for the Arts. This project was a \$40 million construction project comprising of two buildings; a new Shakespeare Theater and the Southern Utah Museum of Art (SUMA) for which 100% of the funds were raised by the University. The significant increase seen in our investments from FY 2014 to FY 2015 was the result of various large pledges being received for the project, invested with institutional funds in FY 2015, and then withdrawn for construction during FY 2016.

Dixie State University - The decrease in the total reported cash and investments between FY15 and FY16 was due to the construction of the new student housing. In FY15, bond proceeds in the amount of \$21,173,656 were included in the report. In FY16, payments on the new student housing had reduced this amount to \$9,087,706. This drop, of over \$12 million, was offset by an increase in investments of \$1 million. This resulted in the overall drop of about \$11 million.

Commissioner's Recommendation

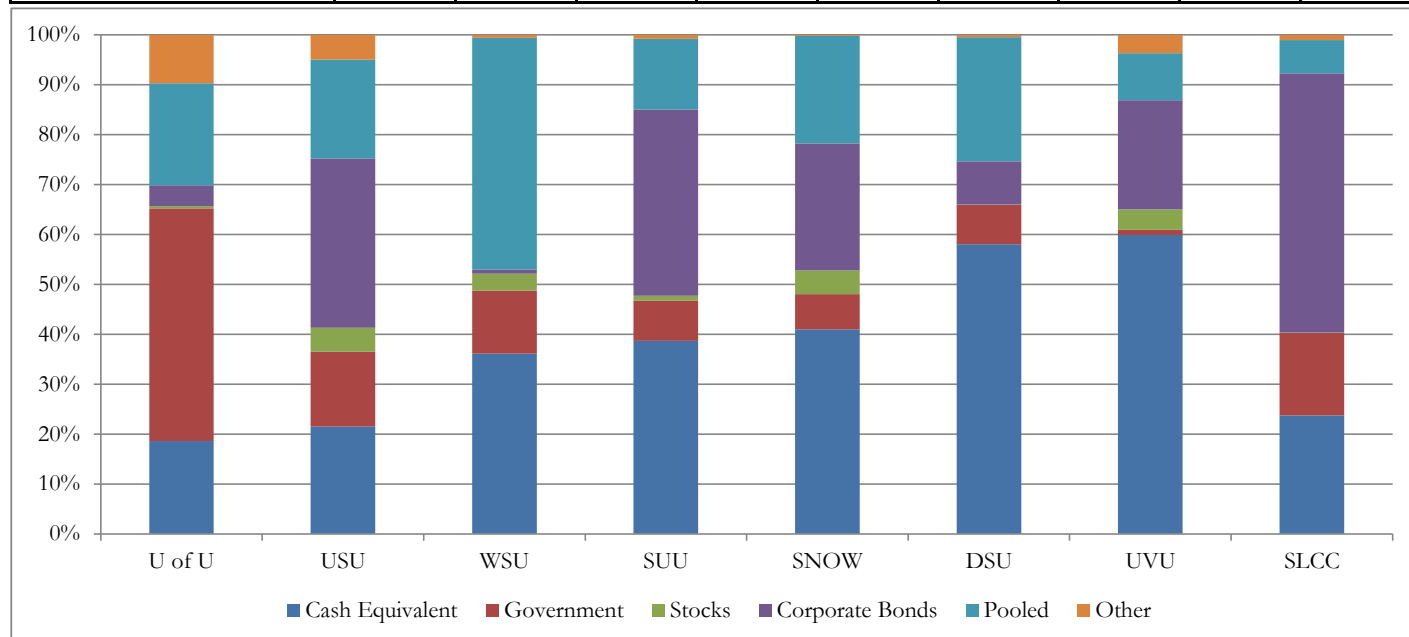
This is an information item only; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS/MWM
Attachments

2016 Summary of USHE Investments

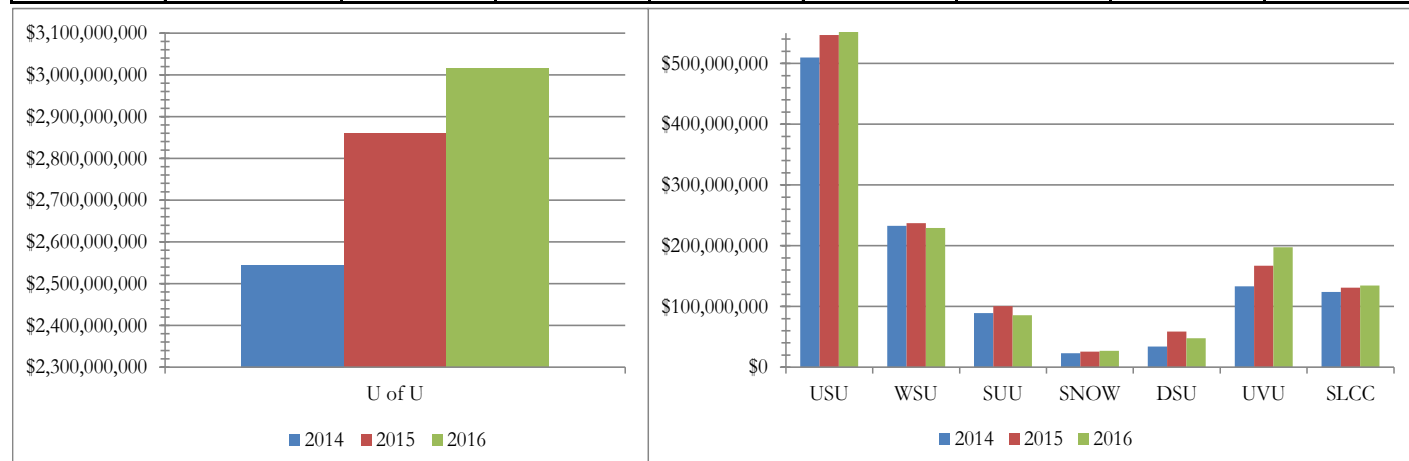
| Category of Investment | Class | U of U | USU | WSU | SUU | SNOW | DSU | UVU | SLCC |
|------------------------|-------|--------|--------|--------|--------|--------|--------|--------|--------|
| Cash Equivalent | A | 18.61% | 21.51% | 36.09% | 38.67% | 41.00% | 58.04% | 59.92% | 23.76% |
| Government | B | 46.61% | 14.97% | 12.65% | 8.11% | 7.07% | 7.91% | 1.01% | 16.55% |
| Stocks | C | 0.48% | 4.83% | 3.41% | 0.92% | 4.69% | 0.05% | 4.13% | 0.04% |
| Corporate Bonds | D | 4.17% | 33.93% | 0.82% | 37.34% | 25.52% | 8.67% | 21.86% | 51.97% |
| Pooled | E | 20.44% | 19.84% | 46.44% | 14.21% | 21.56% | 24.88% | 9.42% | 6.64% |
| Other | F | 9.69% | 4.93% | 0.58% | 0.76% | 0.17% | 0.44% | 3.66% | 1.05% |



Total investment allocation by each Institution, as of June 30, 2016.

3 Year Comparison of All Fund Investments

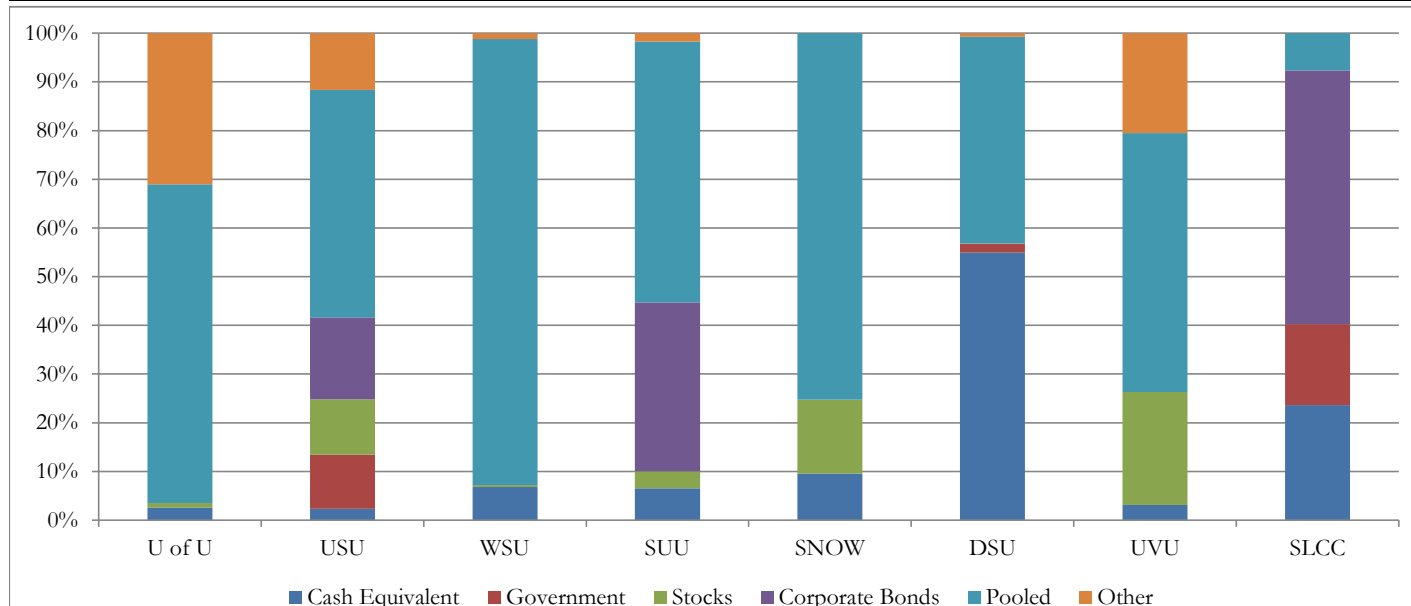
| Fiscal Year | U of U | USU | WSU | SUU | SNOW | DSU | UVU | SLCC |
|-------------|-----------------|---------------|---------------|---------------|--------------|--------------|---------------|---------------|
| 2014 | \$2,545,034,680 | \$509,842,614 | \$232,592,681 | \$88,984,557 | \$23,122,032 | \$33,786,167 | \$133,041,637 | \$123,847,089 |
| 2015 | \$2,859,459,437 | \$546,753,230 | \$236,918,384 | \$100,292,070 | \$25,550,512 | \$58,654,708 | \$167,209,635 | \$130,853,504 |
| 2016 | \$3,014,531,929 | \$600,208,072 | \$229,339,351 | \$85,590,938 | \$26,819,011 | \$47,722,839 | \$197,633,791 | \$134,326,129 |



Summary of all funds invested by each Institution over the previous three years. Data shows the trends that the Institutions are seeing in the value of their respective investments. In an attempt to present all Institutions at the appropriate visual scale, the University of Utah is displayed separately.

Endowment Investments

| Category of Investment | Class | U of U | USU | WSU | SUU | SNOW | DSU | UVU | SLCC |
|------------------------|-------|--------|--------|--------|--------|--------|--------|--------|--------|
| Cash Equivalent | A | 2.61% | 2.31% | 6.80% | 6.55% | 9.53% | 54.99% | 3.13% | 23.64% |
| Government | B | 0.00% | 11.10% | 0.00% | 0.00% | 0.00% | 1.74% | 0.00% | 16.60% |
| Stocks | C | 0.90% | 11.37% | 0.39% | 3.45% | 15.23% | 0.09% | 23.16% | 0.00% |
| Corporate Bonds | D | 0.00% | 16.88% | 0.00% | 34.75% | 0.00% | 0.00% | 0.00% | 52.11% |
| Pooled | E | 65.45% | 46.73% | 91.62% | 53.53% | 75.25% | 42.43% | 53.18% | 7.65% |
| Other | F | 31.04% | 11.63% | 1.19% | 1.73% | 0.00% | 0.76% | 20.53% | 0.00% |



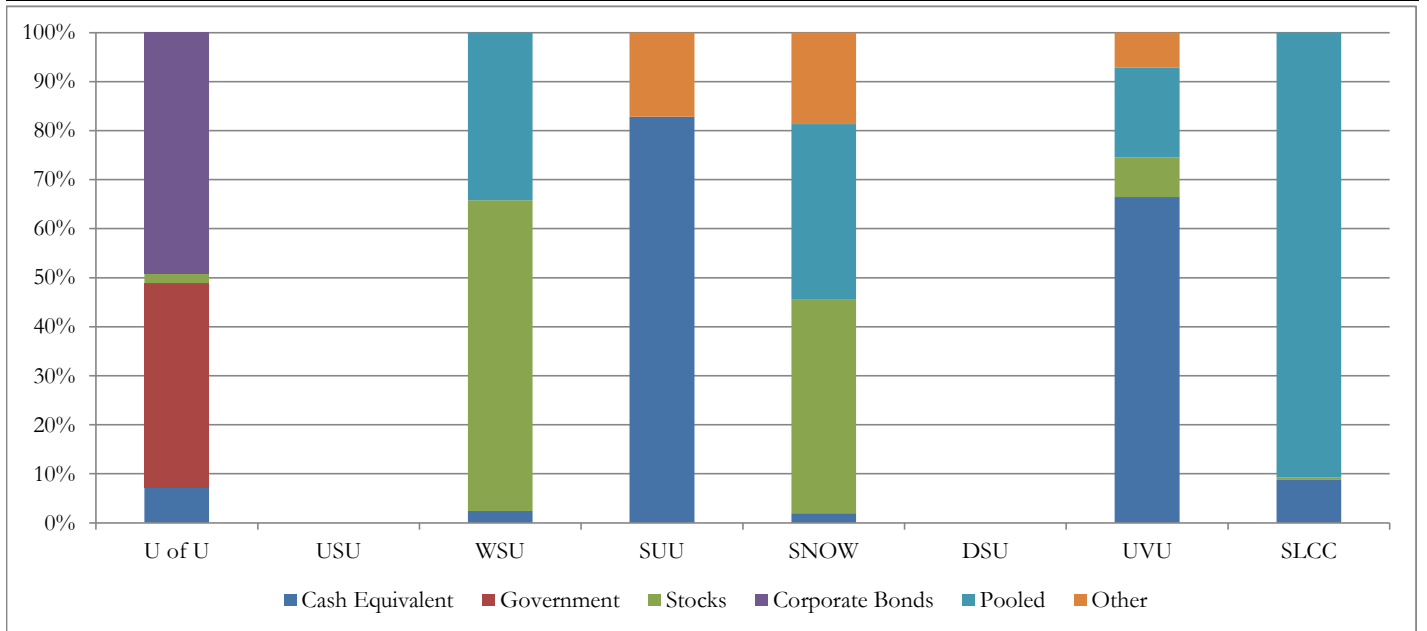
Investment allocation of endowment funds by category, as of June 30, 2016.

| Category of Investment | Class | U of U | USU | WSU | SUU | SNOW | DSU | UVU | SLCC |
|---------------------------------------|-------|-----------------|---------------|---------------|--------------|-------------|--------------|--------------|--------------|
| Saving/Checking/Money Mkt Accounts | A | \$21,309,650 | \$3,939,766 | \$643,628 | \$368,252 | \$721,213 | \$1,574,086 | \$699,836 | 13,007.00 |
| Repurchase Agreements | A | - | - | - | - | - | - | - | - |
| Certificates of Deposit | A | - | \$0 | - | \$0 | - | \$0 | \$0 | - |
| Commercial Paper | A | - | - | - | - | - | - | - | - |
| Utah PTIF Accounts | A | \$3,274,963 | \$1,941,122 | \$6,969,298 | \$1,118,662 | - | \$13,815,747 | - | \$1,531,087 |
| Obligations of US Government | B | - | \$15,163,149 | - | - | - | \$485,739 | - | 976,039.00 |
| Obligations of State/Local Government | B | - | \$13,124,808 | - | - | - | - | - | 107,895.00 |
| Stocks | C | \$8,439,508 | \$28,976,586 | \$441,127 | \$783,082 | \$1,152,574 | \$25,277 | \$5,187,712 | - |
| Corporate Bonds | D | - | \$43,008,946 | - | \$7,894,160 | - | - | \$0 | 3,403,632.00 |
| Mutual Funds | E | \$613,752,042 | \$96,531,158 | - | \$12,161,885 | \$5,695,640 | \$11,874,865 | \$11,910,781 | \$499,655 |
| Commonfund Accounts | E | \$2,349,305 | \$22,543,742 | \$102,536,826 | - | - | - | - | - |
| Alternative | F | \$292,208,857 | \$29,598,405 | - | \$393,750 | - | \$211,652 | 4,598,451.00 | - |
| Other | F | - | - | \$1,327,399 | - | - | - | \$62 | - |
| Total | | \$941,334,325 | \$254,827,682 | \$111,918,278 | \$22,719,791 | \$7,569,427 | \$27,987,366 | \$22,396,842 | \$6,531,315 |
| Percent of Total | | 67.47% | 18.26% | 8.02% | 1.63% | 0.54% | 2.01% | 1.61% | 0.47% |
| USHE Total | | \$1,395,285,026 | | | | | | | |

Schedule of total endowment funds invested by each Institution, as of June 30, 2016. 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 above.

Foundation Investments

| Category of Investment | Class | U of U | USU | WSU | SUU | SNOW | DSU | UVU | SLCC |
|------------------------|-------|--------|-------|--------|--------|--------|-------|--------|--------|
| Cash Equivalent | A | 7.11% | 0.00% | 2.39% | 82.83% | 1.99% | 0.00% | 66.49% | 8.72% |
| Government | B | 41.76% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Stocks | C | 1.93% | 0.00% | 63.44% | 0.00% | 43.49% | 0.00% | 8.10% | 0.54% |
| Corporate Bonds | D | 49.20% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Pooled | E | 0.00% | 0.00% | 34.17% | 0.00% | 35.86% | 0.00% | 18.22% | 90.74% |
| Other | F | 0.00% | 0.00% | 0.00% | 17.17% | 18.66% | 0.00% | 7.19% | 0.00% |



Investment allocation of foundation funds by Institution, as of June 30, 2016.

| Category of Investment | Class | U of U | USU | WSU | SUU | SNOW | DSU | UVU | SLCC |
|---------------------------------------|-------|----------------------|--------------|---------------------|--------------------|------------------|--------------|---------------------|--------------------|
| Saving/Checking/Money Mkt Accounts | A | \$12,705,637 | - | \$230,238 | \$1,239,411 | 4,783.00 | - | \$294,819 | \$809,169 |
| Repurchase Agreements | A | - | - | - | - | - | - | - | - |
| Certificates of Deposit | A | \$5,452,153 | - | - | - | - | - | - | - |
| Commercial Paper | A | - | - | - | - | - | - | - | - |
| Utah PTIF Accounts | A | - | - | \$48,119 | - | - | - | \$24,150,386 | - |
| Obligations of US Government | B | \$106,197,064 | - | - | - | - | - | - | - |
| Obligations of State/Local Government | B | \$454,486 | - | - | - | - | - | - | - |
| Stocks | C | \$4,923,060 | - | \$7,381,512 | - | 104,612.00 | - | \$2,978,444 | \$50,242 |
| Corporate Bonds | D | \$125,635,909 | - | - | - | - | - | - | - |
| Mutual Funds | E | - | - | - | - | 86,270.00 | - | \$6,700,426 | \$8,419,791 |
| Commonfund Accounts | E | - | - | \$3,975,605 | - | - | - | - | - |
| Alternative | F | \$0 | - | - | - | - | - | 2,643,700.00 | - |
| Other | F | - | - | - | \$257,000 | 44,893.00 | - | \$0 | - |
| Total | | \$255,368,309 | \$0 | \$11,635,474 | \$1,496,411 | \$240,558 | \$0 | \$36,767,775 | \$9,279,202 |
| Percent of Total | | 81.12% | 0.00% | 3.70% | 0.48% | 0.08% | 0.00% | 11.68% | 2.95% |
| USHE Total | | \$314,787,729 | | | | | | | |

Schedule of total foundation funds invested by each Institution, as of June 30, 2016. Foundation investments are approved by the Foundation's Board of Trustees, which operates under the requirements of nonprofit 501(c)(3) foundations. Foundation investments are shown at the sub-category level, which roll up into the six categories in above. The following should be noted: ■

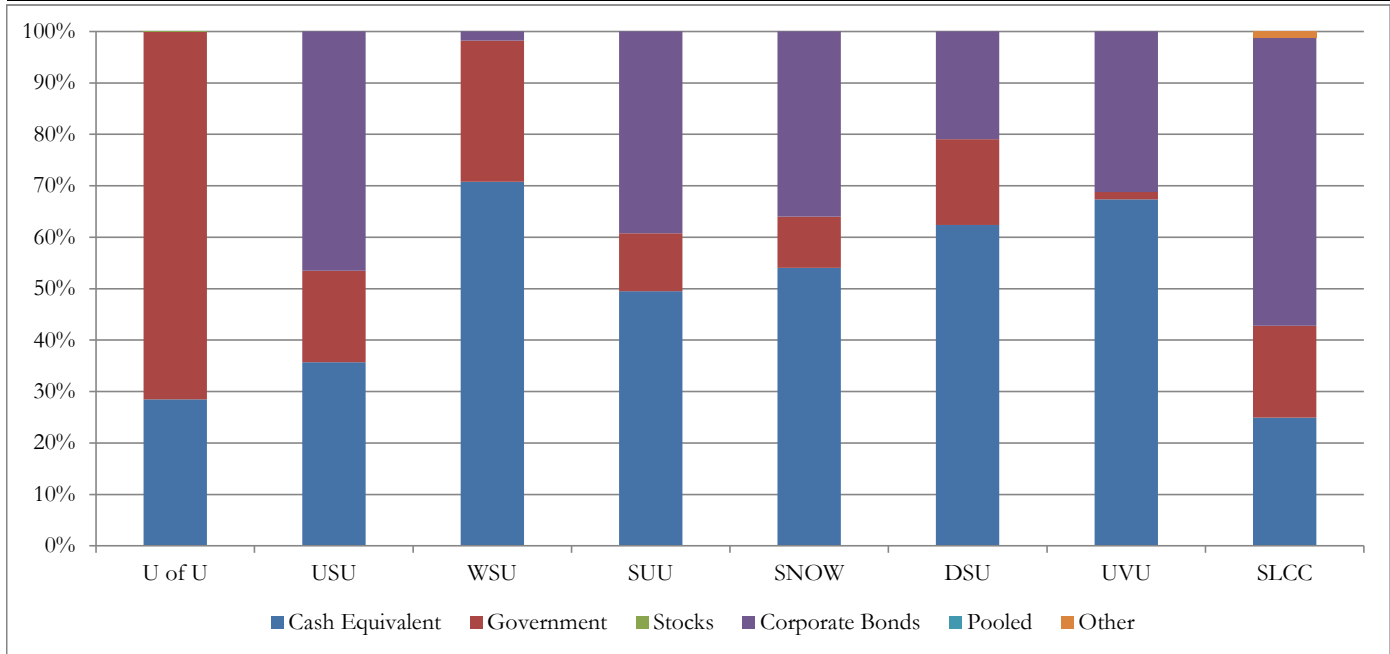
Foundation information for USU is reported as part of their financial statements.

■ DSU's Foundation is not part of the Institution.

■ UVU's Foundation is separate from the Institution, but is reported here as a courtesy.

Other Investments

| Category of Investment | Class | U of U | USU | WSU | SUU | SNOW | DSU | UVU | SLCC |
|------------------------|-------|--------|--------|--------|--------|--------|--------|--------|--------|
| Cash Equivalent | A | 28.51% | 35.67% | 70.79% | 49.48% | 54.02% | 62.36% | 67.35% | 24.93% |
| Government | B | 71.43% | 17.82% | 27.43% | 11.31% | 9.98% | 16.67% | 1.45% | 17.85% |
| Stocks | C | 0.06% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Corporate Bonds | D | 0.00% | 46.51% | 1.78% | 39.21% | 36.00% | 20.97% | 31.20% | 56.04% |
| Pooled | E | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Other | F | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 1.18% |



Investment allocation of other funds (not endowment or foundation) by Institution, as of June 30, 2016.

| Category of Investment | Class | U of U | USU | WSU | SUU | SNOW | DSU | UVU | SLCC |
|---------------------------------------|-------|----------------------|--------------------|--------------------|-------------------|-------------------|-------------------|--------------------|--------------------|
| Saving/Checking/Money Mkt Accounts | A | 103,359,809 | 40,830,616 | 9,242,218 | 5,756,136 | 565,845 | 11,651,293 | 11,581,659 | (308,674) |
| Repurchase Agreements | A | 96,500,000 | - | - | - | - | - | - | - |
| Certificates of Deposit | A | - | 59,530 | 13,203,700 | 1,014,111 | - | - | - | - |
| Commercial Paper | A | - | - | - | - | - | - | - | - |
| Utah PTIF Accounts | A | 318,402,858 | 82,322,867 | 52,440,849 | 23,599,580 | 9,702,794 | 656,385 | 81,683,659 | 29,868,661 |
| Obligations of US Government | B | 1,294,664,701 | 49,110,739 | 29,011,432 | 6,941,905 | - | 3,289,512 | - | 19,040,721 |
| Obligations of State/Local Government | B | 3,802,363 | 12,424,985 | - | - | 1,897,116 | - | 2,004,901 | 2,104,827 |
| Stocks | C | 1,099,564 | - | - | - | - | - | - | - |
| Corporate Bonds | D | - | 160,631,653 | 1,887,400 | 24,063,004 | 6,843,267 | 4,138,283 | 43,198,955 | 66,398,546 |
| Mutual Funds | E | - | - | - | - | - | - | - | - |
| Commonfund Accounts | E | - | - | - | - | - | - | - | - |
| Alternative | F | - | - | - | - | - | - | - | 1,411,531 |
| Other | F | - | - | - | - | 4 | - | - | - |
| Total | | 1,817,829,295 | 345,380,390 | 105,785,599 | 61,374,736 | 19,009,026 | 19,735,473 | 138,469,174 | 118,515,612 |
| Percent of Total | | 69.22% | 13.15% | 4.03% | 2.34% | 0.72% | 0.75% | 5.27% | 4.51% |
| USHE Total | | 2,626,099,305 | | | | | | | |

Schedule of total other investments by each Institution, as of June 30, 2016. The guidelines and requirements for these investments follow Utah Code 51-7- Utah Money Management Act. These funds are required to be invested in a qualified depository. Amounts are shown at the sub-category level, which roll up into the six categories listed in above.

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Debt Ratio Analysis

Issue

Regent Policy R588, *Delegation of Debt Policy to Boards of Trustees*, requires that USHE institutions provide the Board with an annual debt report. This report is typically shared with Regents at the March Board meeting and is presented via debt ratio analysis. Using the most recent audited financial statements, the Commissioner's staff, in consultation with institutional controllers, budget officers, and chief financial officers, has prepared the annual report for Regent review

Background

The debt ratio analysis report highlights, by institution, three common ratios – viability, leverage, and debt burden – for each of the last five years. These ratios were chosen using the publication "Ratio Analysis in Higher Education: New Insights for Leaders of Public Higher Education" 5th edition. Definitions and a summary of recommended industry standards for each ratio is shown below and included in the attachments. When viewed together, the ratios help demonstrate the general health of debt practices at USHE institutions.

Viability Ratio: measures how many times an institution can cover their entire long-term debt obligation using the total expendable net assets. A ratio of 1:1 or greater indicates that an institution has sufficient expendable net assets to satisfy debt obligations. As the ratio falls below 1:1, the institution's ability to respond to adverse conditions from internal resources diminishes, as does its ability to attract capital from external sources and its flexibility to fund new objectives.

Leverage Ratio: measures the number of times that an institution's long-term debt can be covered using available net assets. A ratio of 2:1 or greater is recommended. Were this ratio to fall below 2:1, the concern would be that the institution might have difficulty paying its loan repayments should long-term economic conditions deteriorate.

Debt Burden Ratio: measures an institution's dependence on borrowed funds to finance its operation, by measuring the relative cost of borrowing to overall expenditures. Industry standards recommend 7% as the upper threshold for a healthy institution. The higher the ratio, the fewer resources are available for other operational needs. A level trend or a decreasing trend indicates that debt service has sufficient coverage, whereas a rising trend signifies an increasing demand on financial resources to pay back debt.

A few items of note for Regent review in this year's report are highlighted below.

- Snow College: The viability ratio is less than the industry standard of 1. This is due to the implementation of the GASB 68 standard. GASB 68 requires institutions to record a non-cash transaction, (related to URS liability) in its financial statements, therefor increasing long-term debt and decreasing expendable (unrestricted) net assets. In FY15 and FY16, the GASB 68 standard required the College to record an additional liability of \$3,412,748 and \$4,449,365, respectively. The cumulative effect on the College's net assets was a decrease by \$3,212,320 in FY15 and \$4,449,365 in FY16.

When reviewing Snow College's financial statements, with the effects of the GASB 68 URS pension liability removed, the viability ratio in FY15 would have been 1.06 and in FY16 it would have been 1.12 respectively, meeting the industry standard. Moving forward, the state auditors have predicted that there will be a significant increase in Snow's Pension Liability in FY17 due to a decrease in the discount rate used by URS to calculate the URS pension liability (as disclosed in the footnotes to our financial statements). This will continue to have a negative effect on the net assets and impact the Viability Ratio in FY17.

- Dixie State University (DSU): The viability ratio is less than the industry standard of 1. In June 2015, DSU issued a general revenue bond in the amount of \$21,315,000. At year end, the liability was put on the books which subsequently increased their long-term debt. The bond revenue was held in an escrow account and was not included in the Financials. The effect of this disproportional amount of debt to expendable assets caused their viability ratio to be skewed in a negative direction.

Backing out the new bond debt, the viability ratio would have been 2.66, well above the threshold. The construction of the new student housing began in 2016. At June 30, 2016, \$9,087,707 in Restricted Assets remained in the Escrow Account. These funds were not included in the calculation of the FY16 viability ratio, and the result was an artificially low ratio of .48. Calculating the ratio with the addition of the restricted assets mentioned increases the ratio to .80. While this number is still below the standard of 1.0, it shows an upward trend from the previous year. The construction of the new Student Building will be completed in FY17 and recorded on the Institutional Books. FY17 Viability Ratio is expected to be back above the standard.

- The University of Utah (UU): The debt burden ratio increased in both FY14 and FY15 to 6.5% and 6.0% respectively. This is due to the refinancing efforts the UU engaged in both FY14 and FY15. During these two years, the UU refunded a significant amount of debt. This resulted in a temporary elevation of its debt burden ratio. In FY16, the ratio fell to 3.0%, well within the threshold, but still slightly elevated as a result of the previous years' refunding.

When recalculating the debt burden without the effects of the refunding, the FY16 ratio would be closer to 2.0%.

- Salt Lake Community College has no debt at Fiscal Year End, June 30, 2016. As a result, there are no calculable debt ratios for Salt Lake Community College in FY 2016.

Commissioner's Recommendation

This is an informational item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS/MWM
Attachment

Debt Ratio Analysis

Utah System of Higher Education

| Viability Ratio | FY12 | FY13 | FY14 | FY15 | FY16 |
|-----------------------------|--------------------------------|-------|-------|-------|------|
| University of Utah | 2.41 | 2.79 | 2.22 | 2.10 | 2.14 |
| Utah State University | 2.57 | 2.94 | 2.58 | 2.66 | 1.79 |
| Weber State University | 2.20 | 2.27 | 2.50 | 2.36 | 2.64 |
| Southern Utah University | 1.73 | 2.51 | 3.97 | 3.82 | 2.15 |
| Snow College | 1.00 | 1.01 | 0.94 | 0.72 | 0.73 |
| Dixie State University | 2.18 | 2.32 | 3.16 | 0.67 | 0.48 |
| Dixie State University | Trustee Housing Funds Included | | | | 0.80 |
| Utah Valley University | 1.12 | 1.25 | 1.18 | 1.27 | 1.61 |
| Salt Lake Community College | 9.82 | 11.54 | 13.73 | 17.91 | NA |

Viability Ratio measures how many times an Institution can cover their entire long-term debt obligation using their total Expendable Net Assets. A ratio of 1:1 or greater indicates that an Institution has sufficient expendable net assets to satisfy debt obligations. This ratio should be

| Leverage Ratio | FY12 | FY13 | FY14 | FY15 | FY16 |
|-----------------------------|-------|-------|-------|-------|------|
| University of Utah | 5.27 | 4.55 | 4.05 | 3.77 | 3.87 |
| Utah State University | 7.74 | 8.27 | 6.35 | 6.84 | 5.22 |
| Weber State University | 5.00 | 5.72 | 6.14 | 6.32 | 7.82 |
| Southern Utah University | 6.46 | 8.18 | 9.42 | 8.79 | 5.88 |
| Snow College | 5.62 | 5.57 | 5.46 | 4.49 | 4.24 |
| Dixie State University | 13.60 | 14.82 | 21.99 | 6.18 | 6.78 |
| Utah Valley University | 4.60 | 4.84 | 4.80 | 5.70 | 6.47 |
| Salt Lake Community College | 21.72 | 36.62 | 49.22 | 66.00 | NA |

Leverage Ratio measures the number of times that an Institution's Long-Term Debt can be covered using available (unrestricted) Net Assets. Industry standard indicates the Institution should have a 2:1 ratio. Available Net Assets are defined as all Net Assets - Nonexpendable Net Assets. This ratio should be considered along with the Viability Ratio.

| Debt Burden Ratio | FY12 | FY13 | FY14 | FY15 | FY16 |
|-----------------------------|------------------|------|------|------|------|
| University of Utah | 2.0% | 2.6% | 6.5% | 6.0% | 3.0% |
| University of Utah | Net of Refunding | | | | 2.0% |
| Utah State University | 1.4% | 4.3% | 3.6% | 2.2% | 5.0% |
| Weber State University | 1.4% | 1.6% | 2.2% | 2.0% | 2.0% |
| Southern Utah University | 2.7% | 1.7% | 1.6% | 3.5% | 1.0% |
| Snow College | 1.5% | 3.2% | 3.4% | 2.8% | 3.0% |
| Dixie State University | 0.9% | 1.5% | 1.4% | 2.7% | 2.0% |
| Utah Valley University | 1.0% | 1.9% | 2.4% | 1.7% | 3.0% |
| Salt Lake Community College | 0.7% | 0.8% | 0.6% | 0.6% | NA |

Debt Burden Ratio measures an Institution's dependence on borrowed funds to finance its operation, by measuring the relative cost of borrowing to overall expenditures. The industry has established 7.0% as the upper threshold for a healthy institution. Debt Service is defined as Interest Expense + Principal Payments. Total Expenditure is defined as Total Expenses - Depreciation Expense + Principal Payments.

Industry Standards & Formulas

1:1

Expendable Net Assets
Long-Term Debt

2:1

Available Net Assets
Long-Term Debt

< 7.0%

Debt Service
Total Expenditure

Source: Excerpts from "Ratio Analysis in Higher Education," 4th Edition (Prager & Co., LLC)

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Fall 2016 & Spring 2017 Enrollment Reports

Issue

Fall end of term enrollment data and Spring 2017 third-week enrollment data are presented annually at the Regents meeting.

Fall end-of-term enrollment data represents the number of students who completed coursework during the course of the semester rather than those enrolled at the snap-shot third-week census date. In the Fall Semester 2016 an additional 4,426 headcount enrollments were reported by USHE institutions at the end of the term when compared to the thirdweek snap shot. An additional 1,184 FTE were also reported at the end of the term. The additional headcount and FTE are a result of capturing new, 2nd block enrollments and the addition of the CTE (non-credit) course work that is only captured at the end-of-term such as the SLCC School of Applied Technology and the USUE Division of Workforce Education.

Year to Year comparisons indicate that USHE institutions experienced slight growth in headcount when compared to the end-of-term data for the fall 2015 semester, with an overall increase of 4,797 students (2.74%). In addition to the growth in Headcount, Full-time equivalent numbers also reported an increase of 1,808.7 FTE (1.65%) when compared to 2015.

A more comprehensive set of Fall 2016 end-of-term enrollment data is available in an updated Tab C – Enrollments in the 2017 USHE Data Book <http://higheredutah.org/data/>.

Spring 2017 third-week enrollment data indicates a modest increase in enrollments for the Utah System of Higher Education (USHE), with six of the eight USHE institutions experiencing enrollment growth when compared to the 2016 Spring Semester. At the third-week snapshot, USHE is reporting an increase of 3,571 students (2.35%) with a full-time equivalent of 2,076 students (1.91%).

Dixie State University and Utah Valley University experienced the greatest overall percentage increase in both total headcount and total FTE enrollments. Utah Valley University reported the greatest actual headcount growth by adding 1,902 students in spring 2017 when compared to spring 2016. Utah Valley University also added the most total FTE students reporting an additional 964 FTE.

Total and budget-related headcounts and FTE numbers for each institution are included in the following attachments (Budget-related are enrollments eligible for state funding). Also included in the attachments are USHE headcounts summarized by gender and ethnicity.

Commissioner's Recommendation

This items are for information only; no action required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/JAC
Attachments

Utah System of Higher Education - FALL 2016 END-OF-TERM

Total Enrollment

| USHE Institution | Headcount | Change over 2015 | FTE | Change over 2015 |
|-----------------------------|----------------|---------------------|------------------|---------------------|
| University of Utah | 32,451 | 0.92% | 27,682.9 | 1.82% |
| Utah State University | 28,986 | -1.14% | 22,390.3 | -0.11% |
| Weber State University | 27,236 | 3.75% | 16,557.3 | 2.79% |
| Southern Utah University | 9,598 | 4.95% | 7,395.6 | 5.28% |
| Snow College | 5,414 | 6.01% | 4,040.6 | 1.48% |
| Dixie State University | 8,991 | 6.23% | 6,851.1 | 7.44% |
| Utah Valley University | 35,126 | 4.65% | 23,760.8 | 4.71% |
| Salt Lake Community College | 32,133 | 3.22% | 15,904.6 | -0.87% |
| USHE Total | 179,935 | 2.74% | 124,583.3 | 2.26% |

Budget Related Enrollment

| | Headcount | Change over 2015 | FTE | Change over 2015 |
|-----------------------------|----------------|---------------------|------------------|---------------------|
| University of Utah | 31,310 | 0.44% | 27,049.6 | 1.67% |
| Utah State University | 26,184 | -1.04% | 20,522.0 | -0.23% |
| Weber State University | 18,375 | 0.57% | 12,925.3 | -0.39% |
| Southern Utah University | 8,162 | 13.60% | 6,996.6 | 9.70% |
| Snow College | 4,815 | 6.41% | 3,719.7 | 1.06% |
| Dixie State University | 7,729 | 2.90% | 6,336.9 | 5.40% |
| Utah Valley University | 27,560 | 3.42% | 20,535.7 | 3.80% |
| Salt Lake Community College | 24,005 | -2.02% | 13,547.5 | -1.96% |
| USHE Total | 148,140 | 1.28% | 111,633.3 | 1.65% |

Notes:

*FTE's are based on a formula calculation and are rounded to the nearest one.

Utah System of Higher Education

Fall 2016 End-of-Term Headcount Enrollment Report

| TOTAL HEADCOUNT (Budget Related & Self Support) | 2015 | 2016 | CHANGE # | CHANGE % |
|--|---------|---------|----------|-------------|
| University of Utah | 32,155 | 32,451 | 296 | 0.92% |
| Utah State University | 29,319 | 28,986 | (333) | -1.14% |
| Weber State University | 26,252 | 27,236 | 984 | 3.75% |
| Southern Utah University | 9,145 | 9,598 | 453 | 4.95% |
| Snow College | 5,107 | 5,414 | 307 | 6.01% |
| Dixie State University | 8,464 | 8,991 | 527 | 6.23% |
| Utah Valley University | 33,565 | 35,126 | 1,561 | 4.65% |
| Salt Lake Community College | 31,131 | 32,133 | 1,002 | 3.22% |
| USHE | 175,138 | 179,935 | 4,797 | 2.74% |

| BUDGET RELATED HEADCOUNT | 2015 | 2016 | CHANGE # | CHANGE % |
|-----------------------------|---------|---------|----------|-------------|
| University of Utah | 31,174 | 31,310 | 136 | 0.44% |
| Utah State University | 26,459 | 26,184 | (275) | -1.04% |
| Weber State University | 18,271 | 18,375 | 104 | 0.57% |
| Southern Utah University | 7,185 | 8,162 | 977 | 13.60% |
| Snow College | 4,525 | 4,815 | 290 | 6.41% |
| Dixie State University | 7,511 | 7,729 | 218 | 2.90% |
| Utah Valley University | 26,649 | 27,560 | 911 | 3.42% |
| Salt Lake Community College | 24,499 | 24,005 | (494) | -2.02% |
| USHE | 146,273 | 148,140 | 1,867 | 1.28% |

Notes: Source for "Prior" year and "Current" headcount information from USHE Data Warehouse

Utah System of Higher Education

Fall 2016 End-of-Term FTE Student Enrollment Report

| TOTAL FTE (Budget Related & Self Support) | 2015 | 2016 | CHANGE # | CHANGE % |
|--|-----------|-----------|----------|----------|
| University of Utah | 27,187.4 | 27,682.9 | 495.6 | 1.82% |
| Utah State University | 22,415.0 | 22,390.3 | (24.7) | -0.11% |
| Weber State University | 16,108.3 | 16,557.3 | 449.0 | 2.79% |
| Southern Utah University | 7,024.7 | 7,395.6 | 370.9 | 5.28% |
| Snow College | 3,981.7 | 4,040.6 | 58.9 | 1.48% |
| Dixie State University | 6,376.7 | 6,851.1 | 474.4 | 7.44% |
| Utah Valley University | 22,692.8 | 23,760.8 | 1,068.1 | 4.71% |
| Salt Lake Community College | 16,044.6 | 15,904.6 | (140.0) | -0.87% |
| USHE | 121,831.2 | 124,583.3 | 2,752.1 | 2.26% |

| BUDGET RELATED FTE | 2015 | 2016 | CHANGE # | CHANGE % |
|-----------------------------|-----------|-----------|----------|----------|
| University of Utah | 26,606.2 | 27,049.6 | 443.4 | 1.67% |
| Utah State University | 20,569.2 | 20,522.0 | (47.2) | -0.23% |
| Weber State University | 12,976.3 | 12,925.3 | (51.0) | -0.39% |
| Southern Utah University | 6,377.7 | 6,996.6 | 618.9 | 9.70% |
| Snow College | 3,680.7 | 3,719.7 | 39.0 | 1.06% |
| Dixie State University | 6,012.1 | 6,336.9 | 324.7 | 5.40% |
| Utah Valley University | 19,783.5 | 20,535.7 | 752.2 | 3.80% |
| Salt Lake Community College | 13,818.9 | 13,547.5 | (271.4) | -1.96% |
| USHE | 109,824.7 | 111,633.3 | 1,808.7 | 1.65% |

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

Utah System of Higher Education

Fall 2016 End-of-Term USHE Total Headcount by Gender

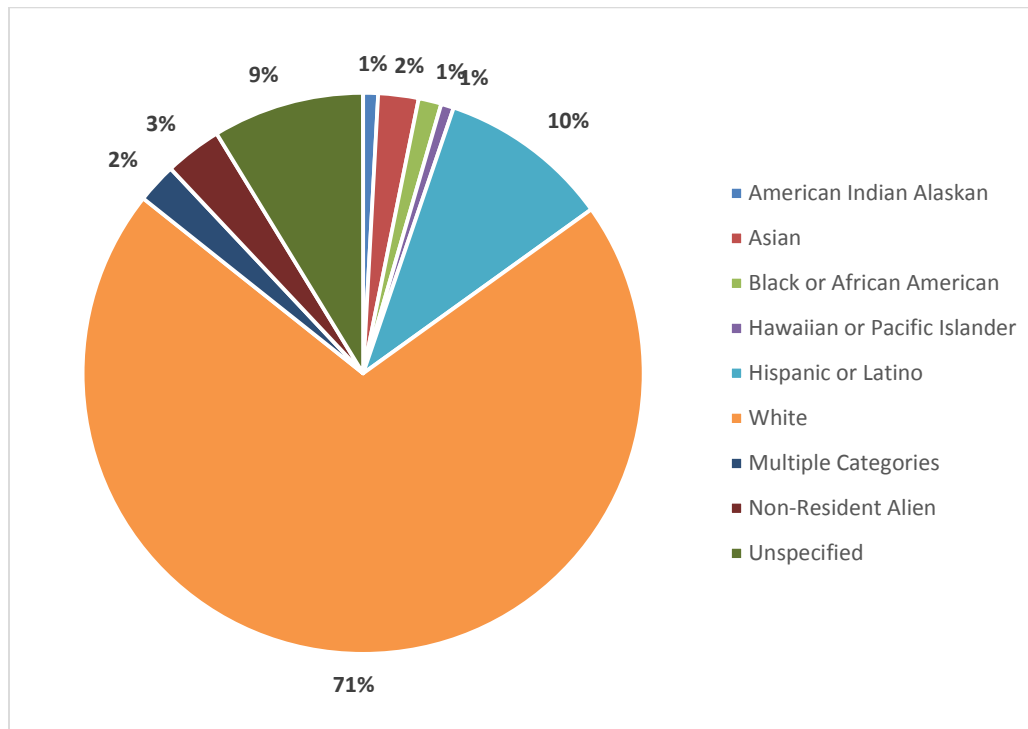
| GENDER | 2015 | 2016 | CHANGE # | CHANGE % |
|--------|---------|---------|----------|----------|
| Female | 87,216 | 90,666 | 3,450 | 3.96% |
| Male | 87,922 | 89,269 | 1,347 | 1.53% |
| Total | 175,138 | 179,935 | 4,797 | 2.74% |

Utah System of Higher Education

Fall 2015 End-of-Term USHE Total Headcount by Ethnicity*

| Ethnicity | 2015 | 2016 | CHANGE # | CHANGE % |
|------------------------------|---------|---------|----------|----------|
| American Indian Alaskan | 1,500 | 1,536 | 36 | 2.4% |
| Asian | 4,071 | 4,391 | 320 | 7.9% |
| Black or African American | 2,303 | 2,408 | 105 | 4.6% |
| Hawaiian or Pacific Islander | 1,283 | 1,400 | 117 | 9.1% |
| Hispanic or Latino | 17,264 | 18,914 | 1,650 | 9.6% |
| White | 123,669 | 132,842 | 9,173 | 7.4% |
| Multiple Categories | 4,018 | 5,004 | 986 | 24.5% |
| Non-Resident Alien | 5,743 | 5,557 | (186) | -3.2% |
| Unspecified | 15,287 | 7,883 | (7,404) | -48.4% |
| Total | 175,138 | 179,935 | 4,797 | 2.74% |

*Adjustments have been made to prior year data to correct non-resident alien counts to match students who have a non-resident visa record



Utah System of Higher Education - Spring 2017 Third Week

Total Enrollment

| USHE Institution | Headcount | Change over 2016 | FTE | Change over 2016 |
|-----------------------------|----------------|---------------------|----------------|---------------------|
| University of Utah | 30,712 | 0.99% | 25,883 | 1.56% |
| Utah State University | 25,799 | -0.59% | 19,863 | 0.68% |
| Weber State University | 22,060 | 3.34% | 13,920 | 0.68% |
| Southern Utah University | 8,249 | -1.77% | 6,526 | 1.24% |
| Snow College | 4,582 | 2.53% | 3,483 | 2.11% |
| Dixie State University | 7,861 | 4.65% | 6,013 | 5.16% |
| Utah Valley University | 30,647 | 6.62% | 21,149 | 4.78% |
| Salt Lake Community College | 25,633 | 1.97% | 13,749 | 0.28% |
| USHE Total | 155,543 | 2.35% | 110,585 | 1.91% |

Budget Related Enrollment

| | Headcount | Change over 2016 | FTE | Change over 2016 |
|-----------------------------|----------------|---------------------|----------------|---------------------|
| University of Utah | 29,891 | 0.78% | 25,470 | 1.36% |
| Utah State University | 24,045 | -0.21% | 18,969 | 1.14% |
| Weber State University | 17,109 | -0.56% | 11,964 | -1.41% |
| Southern Utah University | 7,410 | 4.66% | 6,316 | 3.99% |
| Snow College | 4,262 | 1.21% | 3,336 | 0.63% |
| Dixie State University | 7,092 | 2.49% | 5,682 | 4.67% |
| Utah Valley University | 26,098 | 4.01% | 19,320 | 3.82% |
| Salt Lake Community College | 21,918 | -1.96% | 12,519 | -1.79% |
| USHE Total | 137,825 | 0.88% | 103,576 | 1.35% |

Notes:

*FTE's are based on a formula calculation and are rounded to the nearest one.

Utah System of Higher Education

Spring 2017 3rd Week Headcount Enrollment Report

| TOTAL HEADCOUNT (Budget Related & Self Support) | 2016 | 2017 | CHANGE # | CHANGE % |
|--|---------|---------|----------|-------------|
| UU | 30,411 | 30,712 | 301 | 0.99% |
| USU | 25,952 | 25,799 | (153) | -0.59% |
| WSU | 21,346 | 22,060 | 714 | 3.34% |
| SUU | 8,398 | 8,249 | (149) | -1.77% |
| SNOW | 4,469 | 4,582 | 113 | 2.53% |
| DSU | 7,512 | 7,861 | 349 | 4.65% |
| UVU | 28,745 | 30,647 | 1,902 | 6.62% |
| SLCC | 25,139 | 25,633 | 494 | 1.97% |
| USHE | 151,972 | 155,543 | 3,571 | 2.35% |

* Headcount can reflect multiple students attending multiple institutions

| BUDGET RELATED HEADCOUNT | 2016 | 2017 | CHANGE # | CHANGE % |
|-----------------------------|---------|---------|----------|-------------|
| UU | 29,660 | 29,891 | 231 | 0.78% |
| USU | 24,096 | 24,045 | (51) | -0.21% |
| WSU | 17,206 | 17,109 | (97) | -0.56% |
| SUU | 7,080 | 7,410 | 330 | 4.66% |
| SNOW | 4,211 | 4,262 | 51 | 1.21% |
| DSU | 6,920 | 7,092 | 172 | 2.49% |
| UVU | 25,091 | 26,098 | 1,007 | 4.01% |
| SLCC | 22,357 | 21,918 | (439) | -1.96% |
| USHE | 136,621 | 137,825 | 1,204 | 0.88% |

Notes: Source for "Prior" year and "Current" headcount information from USHE Data Warehouse

Utah System of Higher Education

Spring 2017 3rd Week FTE Student Enrollment Report

| TOTAL FTE (Budget Related & Self Support) | 2016 | 2017 | CHANGE # | CHANGE % |
|--|-----------|-----------|----------|-------------|
| UU | 25,485.4 | 25,882.7 | 397.3 | 1.56% |
| USU | 19,727.6 | 19,862.7 | 135.1 | 0.68% |
| WSU | 13,826.3 | 13,920.2 | 93.9 | 0.68% |
| SUU | 6,446.0 | 6,526.1 | 80.0 | 1.24% |
| SNOW | 3,411.2 | 3,483.3 | 72.1 | 2.11% |
| DSU | 5,718.1 | 6,013.1 | 295.0 | 5.16% |
| UVU | 20,184.2 | 21,148.5 | 964.3 | 4.78% |
| SLCC | 13,710.7 | 13,748.8 | 38.1 | 0.28% |
| USHE | 108,509.5 | 110,585.5 | 2,076.0 | 1.91% |

| BUDGET RELATED FTE | 2016 | 2017 | CHANGE # | CHANGE % |
|--------------------------|-----------|-----------|----------|-------------|
| UU | 25,127.3 | 25,470.1 | 342.8 | 1.36% |
| USU | 18,754.8 | 18,968.8 | 214.0 | 1.14% |
| WSU | 12,135.4 | 11,963.9 | (171.5) | -1.41% |
| SUU | 6,073.9 | 6,316.1 | 242.2 | 3.99% |
| SNOW | 3,315.3 | 3,336.2 | 20.9 | 0.63% |
| DSU | 5,428.1 | 5,681.6 | 253.6 | 4.67% |
| UVU | 18,609.9 | 19,319.9 | 710.0 | 3.82% |
| SLCC | 12,747.9 | 12,519.5 | (228.4) | -1.79% |
| USHE | 102,192.5 | 103,576.2 | 1,383.7 | 1.35% |

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

Utah System of Higher Education

Spring 2016 3rd Week USHE Total Headcount by Gender

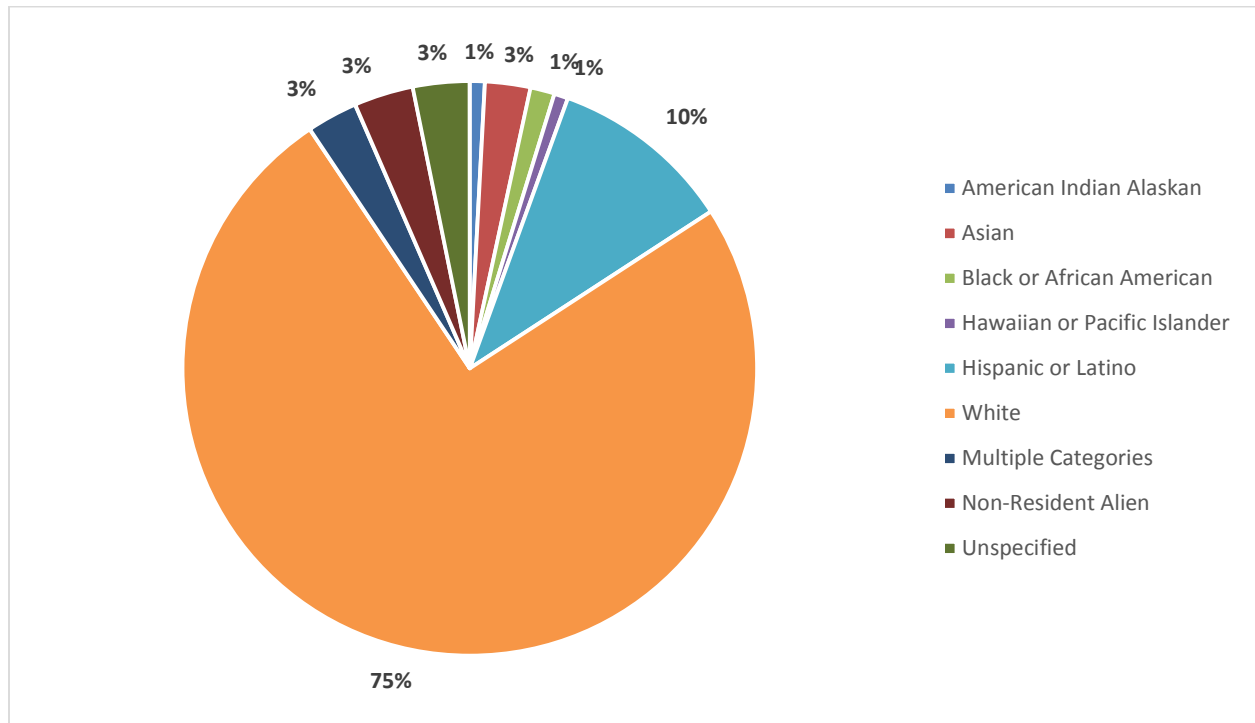
| GENDER | 2016 | 2017 | CHANGE # | CHANGE % |
|--------|---------|---------|----------|----------|
| Female | 75,098 | 77,813 | 2,715 | 3.62% |
| Male | 76,874 | 77,730 | 856 | 1.11% |
| Total | 151,972 | 155,543 | 3,571 | 2.35% |

Utah System of Higher Education

Spring 2016 3rd Week USHE Total Headcount by Ethnicity*

| Ethnicity | 2016 | 2017 | CHANGE # | CHANGE % |
|------------------------------|---------|---------|----------|----------|
| American Indian Alaskan | 1,344 | 1,314 | (30) | -2.2% |
| Asian | 3,709 | 3,968 | 259 | 7.0% |
| Black or African American | 2,027 | 2,124 | 97 | 4.8% |
| Hawaiian or Pacific Islander | 1,140 | 1,214 | 74 | 6.5% |
| Hispanic or Latino | 14,654 | 15,977 | 1,323 | 9.0% |
| White | 110,252 | 116,342 | 6,090 | 5.5% |
| Multiple Categories | 3,628 | 4,443 | 815 | 22.5% |
| Non-Resident Alien | 5,288 | 5,201 | (87) | -1.6% |
| Unspecified | 9,930 | 4,960 | (4,970) | -50.1% |
| Total | 151,972 | 155,543 | 3,571 | 2.35% |

*Adjustments have been made to prior year data to correct non-resident alien counts to match students who have a non-resident visa record



March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: General Consent Calendar

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

A. Minutes

1. Minutes of the Board Meeting January 20, 2017, University of Utah, Salt Lake City, Utah (Attachment).

B. Grant Proposals

1. University of Utah – NIH National Inst Neurology Disorders Stroke; "Hermetic Chronic Ephys Implant"; \$2,636,302. Florian Solzbacher, Principal Investigator.
2. University of Utah – National Aeronautics & Space Admn; "US-Comp Institute"; \$2,247,793. Michael W Czabaj, Principal Investigator.
3. University of Utah – NIH National Heart Lung & Blood Inst; "Pathway Regulating Enos"; \$2,096,796. John David Symons, Principal Investigator.
4. University of Utah – NIH National Cancer Institute; "tumor Spectrum of MGUS"; \$8,114,460. Nicola J Camp, Principal Investigator.
5. University of Utah – NIH National Cancer Institute; "African American"; \$3,320,723. Jennifer Anne Doherty, Principal Investigator.
6. University of Utah – US Department of Energy; "Rare Earth Elements"; \$1,000,000. Milind Deo, Principal Investigator.
7. University of Utah – DHHS National Institutes of Health; "U01 CSER Proposal"; \$12,132,861. Elaine Lyon, Principal Investigator.
8. University of Utah – US Department of Defense; "DOD BAA Burn Dec 2016"; \$3,876,015. Giavonni Mystique Lewis, Principal Investigator.

9. University of Utah – NIH National Eye Institute; “Retinal Circuits”; \$3,631,962. Bryan W Jones, Principal Investigator.
10. University of Utah – Patient Centered Outcomes Resh Inst; “Brooke Pcori Cycle 3 Dec 2016”; \$3,585,340. Benjamin S Brooke, Principal Investigator.
11. University of Utah – DHHS National Institutes of Health; “Transcranial MRI-Guided HIFU”; \$2,711,676. Dennis L Parker, Principal Investigator.
12. University of Utah – NIH National Eye Institute; “R01 Ey012274 Renewal”; \$1,903,750. Monica L Vetter, Principal Investigator.
13. University of Utah – DHHS National Institutes of Health; “Tril TGF-BETA Crosstalk”; \$1,903,750. Jan Louise Christian, Principal Investigator.
14. University of Utah – NIH National Inst Child Hlth & Human Dev; “Genetics Ovary Insufficiency”; \$1,903,750, Corrine Kolka Welt, Principal Investigator.
15. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; “HEXOSE-6-Phosphate Pathway”; \$1,903,750. Amnon Schlegel, Principal Investigator.
16. University of Utah – DHHS National Institutes of Health; “R01A1 Plasticity”; \$1,903,750. Jason Dennis Shepherd, Principal Investigator.
17. University of Utah – NIH National Inst of General Medical Sci; “R35 MIRA”; \$1,893,450. Hung-Chieh Chou, Principal Investigator.
18. University of Utah – DHHS National Institutes of Health; “NIDNS 74987 Renewal”; \$1,862,500. Thomas E Lane, Principal Investigator.
19. University of Utah – Patient Centered Outcomes Resh Inst; “EOE Disorders”; \$1,779,111. Kathryn A Peterson, Principal Investigator.
20. University of Utah – NIH National Inst Alcohol Abuse & Alcoholism; “Actin-Regulating Genes”; \$1,645,525. Adrian Rothenfluh, Principal Investigator.
21. University of Utah – US Department of Defense; “DOD Dec2016 Agarwal OR160263”; \$1,645,378. Jayant Agarwal, Principal Investigator.
22. University of Utah – ABBVIE Inc; “ABBV-8E12 in Early Ad”; \$1,385,639. Richard Daniel King, Principal Investigator.

23. University of Utah – NIH National Institute on Aging; “Gurgel K76 Beeson Nov2016”; \$1,211,033. Richard Klaus Gurgel, Principal Investigator.
24. University of Utah – National Science Foundation; “IUSE/PFE: Red Learning”; \$1,963,342. Milind Deo, Principal Investigator.
25. University of Utah – NIH National Cancer Institute; “Gabee Avatar”; \$5,189,494. Erin Witter Rothwell, Principal Investigator.
26. University of Utah – DHHS Agency for Healthcare Resh & Quality; “Morse AHRQ R18”; \$1,994,799. Janice M Morse, Principal Investigator.
27. University of Utah – NIH National Institute on Aging; “Neuronal & Circuit Dysfunction”; \$1,904,175. Andres Villu Maricq, Principal Investigator.
28. University of Utah – DHHS National Institutes of Health; “Mechanisms of Selectivity”; \$1,902,816. Gary J Rose, Principal Investigator.
29. University of Utah – NIH National Inst of General Medical Sci; “HIV Protease Activation”; \$1,860,320. Saveez Saffarian, Principal Investigator.
30. University of Utah – National Science Foundation; “Organic-Based Magnets as Spin”; \$1,587,278. Joel Steven Miller, Principal Investigator.
31. University of Utah – DOD Threat Reduction Agency; “OP Poisoning”; \$1,050,000. Jennifer M Heemstra, Principal Investigator.
32. University of Utah – Salt Lake County, UT; “PFS Contract”; \$1,336,712. Robert Paul Butters, Principal Investigator.
33. University of Utah – Patient Centered Outcomes Resh Inst; “PCORI”; \$5,981,277. Anna C Beck, Principal Investigator.
34. University of Utah – NIH National Cancer Institute; “Adipose”; \$3,370,184. Cornelia Ulrich, Principal Investigator.
35. University of Utah – NIH National Inst on Mnrt Hlth & Hlth Dispar; “African American Study”; \$2,425,577. David Weter, Principal Investigator.

36. University of Utah – NIH National Cancer Institute; “Project SES”; \$1,822,500. David Wetter, Principal Investigator.
37. University of Utah – University of Alabama AT Birmingham; “PCORI-Safe Prev. Cesarean”; \$1,343,741. Michael W Varner, Principal Investigator.
38. University of Utah – US Department of Energy; “Carbonsafe”; \$1,331,229. Brian James McPherson, Principal Investigator.
39. University of Utah – NIH National Inst of General Medical Sci; “Cheetah P50 Renewal”; \$24,492,475. Wesley I Sundquist, Principal Investigator.
40. University of Utah – US Department of Health & Human Services; “Agarwal R01 Implants Feb2017”; \$3,795,041. Jayant Agarwal, Principal Investigator.
41. University of Utah – NIH National Institute on Aging; “Alzheimers Disease Progression”; \$3,286,333. Russel S Richardson, Principal Investigator.
42. University of Utah – CDC national Ctr for Infectious Diseases; “HAI Disease Modeling Network”; \$1,950,000. Matthew H Samore, Principal Investigator.
43. University of Utah – DHHS National Institutes of Health; “Thiocarbamate/Metal Chelates”; \$1,904,792. Paul J Shami, Principal Investigator.
44. University of Utah – NIH National Human Genome Research Inst; “Yost NHGRI R25 Jan 2017”; \$1,620,000, H Joseph Yost, Principal Investigator.
45. University of Utah – DHHS Agency for Healthcare Resh & Quality; “AHRQ R18 Jan2017”; \$1,316,055. Christopher Pannucci, Principal Investigator.
46. University of Utah – Thomas Jefferson University; “Cell Activation in HIT”; \$1,065,793, Paul Francis Bray, Principal Investigator.
47. Utah State University – US National Science Foundation; “Integrated NGSS Supporting Primary Instruction and Reformed Educational Strategies”; \$1,850,135. Kimberly Hardiman Lott, Principal Investigator. Colby Tofel-Grehl, Co-Investigator.
48. Utah State University – US National Science Foundation; “Research-PGR: Genome to trait to landscape: genomic prediction in an important tree species”; \$1,487,837. Zachariah Gompert, Principal Investigator. Karen E Mock, Co-Investigator.

49. Utah State University – Misc Federal Sponsors; “CubeSat and GEOINT Research and Development Task Order 0003 – Agile Operations Environment”; \$1,391,638. Paul Oppenheimer, Principal Investigator.
50. Utah State University – US National Science Foundation; “Success by Design: Using Analytics and Dashboards to Drive Innovation For Developmental and Quantitative Literacy Mathematics”; \$1,412,872. Andres E Walker, Principal Investigator. Daniel C Coster; Richard Cutler; Kyumin Lee, Co-Investigators.
51. Utah State University – US Dept of Ag. – National Institute of Food & Ag; “Improving organic orchard sustainability in the Intermountain and Pacific Northwest through orchard floor redesign”; \$1,988,949. Jennifer Rose Reeve, Principal Investigator. Diane G Alsto; Brent L Black; Kynda Curtis, Co-Investigators.
52. Utah State University – US Dept of Ag. – National Institute of Food & Ag; “The Value of Fodder Barley for Organic Dairy Production”; \$1,754,844. Jennifer W. MacAdam, Principal Investigator. David Jay Hole; Juan J Villalba; Robert E Ward; Allen J Young, Co-Investigators.
53. Utah State University – US National Science Foundation; “NRI: INT: Teams of Humans & Aerial/Ground Robots for Improved & Scalable Agricultural Efficiencies”; \$1,477,816. Todd K Moon, Principal Investigator. Lee Neil Allen; Calvin R Coopmans; Mac McKee; Alfonso Faustino Torres, Co-Investigators.
54. Utah State University – UT State Office of Rehabilitation; “The USU Secondary Transition Education and Employment Preparation Program”; \$1,343,042. Jared C Schultz, Principal Investigator.
55. Utah State University – NASA Jet Propulsion Laboratory; “Jet Propulsion Laboratory Iris Transponder”; \$-2,256,159. Tim Neilsen, Principal Investigator.
56. Utah State University – Millennium Engineering and Integration Company; “Millennium Engineering Integration Resilient Bus Experimental Laboratory Phase 2”; \$1,115,274. David Anderson, Principal Investigator.
57. Utah State University – Air Force Research Laboratory; “Dynamic Sensor Support Task Order 0009 Space Environment Exploitation & Mitigation”; \$4,188,106. Paul Stradling, Principal Investigator.
58. Utah State University – Missile Defense Agency; “Dugway Lidar Support”; \$6,450,463. Brad Petersen, Principal Investigator.

59. Utah State University – Raytheon Space and Airborne Systems; “Draco Optical Special Test Equipment”; \$15,379,811. John Seamons, Principal Investigator.
60. Utah State University – Misc Federal Sponsors; “CubeSat and GEOINT Research and Development Task Order 0002 – Virtual Imagery Processing Capability Enhancements and Sky Lynx Modernization”; \$5,906,821. Shane Jenkins, Principal Investigator.
61. Utah State University – Missile Defense Agency; “Missile Defense Agency Ground-Based Midcourse Technical Direction Agent Team Support”; \$1,673,740. John Seamons, Principal Investigator.
62. Utah State University – National Institutes of Health; “Resurgence as Choice: Basic and Clinical Studies”; \$3,415,682. Timothy Alan Shahan, Principal Investigator.
63. Utah State University – US Dept of Ed. – Office of Special Education Prog. And Projects; “Multidisciplinary Program to Train Leaders in Evidence-based Practice and Implementation Science”; \$1,226,116. Timothy A Slocum, Principal Investigator.
64. Utah State University – National Institutes of Health; “Mechanism of ovarian-dependent enhancement of health and longevity in postreproductive female mice”; \$1,456,561. Jeffrey B Mason, Principal Investigator.
65. Utah State University – US Department of Energy; “Center for Tokamak Transients Simulations”; \$1,190,000. Eric D Held, Principal Investigator.
66. Utah State University – Administration for Community Living; “A Socio-Ecologic Framework Supporting Individuals with disabilities’ Community Living and Participation”; \$2,500,000. Kieth M Christensen, Principal Investigator.
67. Utah State University – US Department of Justice-Office of Juvenile Justice and Delinquency Prevention; “Utah 4-H Mentoring Initiative”; \$1,249,993. Jolene B Bunnell, Principal Investigator.
68. Utah State University – NASA Jet Propulsion Laboratory; “Jet Propulsion Laboratory Iris Transponder”; \$51,409. Tim Neilsen, Principal Investigator.
69. Utah State University – Raytheon Space and Airborne Systems; “Draco Calibration Equipment RFQ-2”; \$22,566,320. John Seamons, Principal Investigator.
70. Utah State University – Missile Defense Agency; “UARC Task Order 0005 Tuttle”; \$12,999,898. Paul Stradling, Principal Investigator.

C. Awards

1. University of Utah – NIH Office of the Director; “Stanford UG3/UHE3 Apr 2016”; \$1,417,367. Joseph Stanford, Principal Investigator.
2. University of Utah – Brigham Young University; “Alzheimer’s Disease BYU”; \$1,401,126. Lisa Anne Albright, Principal Investigator.
3. University of Utah – UT Department of Health; “Drug Information Services”; \$1,203,909. Joanne Francoise Lafleur, Principal Investigator.
4. University of Utah – Curza Global LLC; “Development of Antimicrobials”; \$1,011,468. Ryan E Looper, Principal Investigator.
5. University of Utah – Salt Lake County, UT; “PFS Contract”; \$1,336,712. Robert Paul Butters, Principal Investigator.
6. University of Utah – Corp for National and Community Service; “SIF Classic”; \$1,932,428. Jeremy Keele, Principal Investigator.
7. University of Utah – NIH National Institute on Drug Abuse; “ABCD-Prism”; \$2,076,699. Deborah Ann Yurgelun-Todd, Principal Investigator.
8. University of Utah – Medtronic Inc; “Evlout R Low Rick Study”; \$1,692,975. David A Bull, Principal Investigator.
9. Utah State University – UT Governor’s Office of Economic Development; “2016-2017 GOED SBDC”; \$2,184,500. Michael Carl Finnerty, Principal Investigator. Jason Michael Yerka, Co-Investigator.
10. Utah State University – Misc Federal Sponsors; “CubeSat and GEOINT Research and Development Task Order 0001 – Agile Operations Environment”; \$1,391,638. Paul Oppenheimer, Principal Investigator.
11. Utah State University – Air Force Research Laboratory; “Air Force Research Laboratory Task Order 0003 – Monolith CubeSafe”; \$1,000,000. Robert Burt, Principal Investigator.
12. Utah State University – US Department of Health & Human Services; “Up to 3 Early Intervention FY 16-17”; \$1,263,437. Susan E Thain Olsen, Principal Investigator.
13. Utah State University – NASA Goddard Space Flight Center; “Partnership Opportunity Document for Optomechanical Assembly”; \$1,010,705. Trent Newswander, Principal Investigator.

14. Utah State University – Misc Federal Sponsors; “CubeSat and GEOINT Research and Development Task Order 0003 – Agile Operations Environment”; \$1,391,638. Paul Oppenheimer, Principal Investigator.
15. Utah State University – Missile Defense Agency; “UARC Task Order 0005 Tuttle”; \$1,250,000. Paul Stradling, Principal Investigator.
16. Utah State University – UT Dept of Hum. Svcs. – Child and Family Services; “Title IV E Child Welfare Training Project FY 12 – Fy 21”; \$3,582,589. Derrik R Tollefson, Principal Investigator.
17. Utah State University – Air Force Research Laboratory; “UARC Task Order 0005 Tuttle”; \$1,250,000. Paul Stradling, Principal Investigator.

D. Academic Items Received and Approved

1. New Programs
 - University of Utah – Emphasis in Nursing Organizational Leadership in Doctor of Nursing Practice
 - University of Utah – Graduate Certificate in Engineering Entrepreneurship
 - University of Utah – Graduate Certificate in Public History
 - University of Utah – Graduate Certificate in Nursing Organizational Leadership
 - Utah State University – Specialization in Applied Biostatistics and Epidemiology within the Master of Public Health
 - Utah State University – Specialization in Health Education and Promotion within the Master of Public Health
 - Utah State University – Specialization in Public Health Nutrition within the Master of Public Health
 - Utah State University – Specialization in Veterinary Public Health within the Master of Public Health
 - Dixie State University – Emphasis in Broadcasting within the Bachelor of Science in Media Studies
 - Dixie State University – Minor in Graphic Design
 - Dixie State University – Minor in Photography
 - Utah Valley University – Certificate of Proficiency in Geographic Information Systems
 - Utah Valley University – Certificate of Proficiency in Interdisciplinary Gerontology
2. Administrative Unit Transfer/Consolidation/Name Change
 - Utah Valley University - Office of International Affairs and Diplomacy and Office of International and Multicultural Studies to Office for Global Engagement

3. Administrative Unit Transfer
 - Utah Valley University – Autism Studies to be housed solely in the School of Education
4. Program Restructure
 - Utah Valley University – Bachelor of Science in Dental Hygiene
5. New Administrative Unit
 - Dixie State University – Department of Health Care Diagnostics and Therapeutics within the College of Health Sciences
6. New Center
 - Dixie State University – Technology, Innovation and Entrepreneurship (TIE) Center
7. Conditional Approval for a New Center
 - University of Utah – Gregory J. Goff Strategic Leadership Center (GSLC)
8. Name Change
 - Weber State University – Graduate Certificate in Nursing Administration to Graduate Certificate in Nurse Leader: Executive Track
 - Weber State University – Graduate Certificate in Nursing Education to Graduate Certificate in Nurse Leader: Educator Track
 - Utah Valley University – Certificate of Proficiency in Technical Communication to Certificate of Proficiency in Editing and Document Design
9. Discontinuation
 - Weber State University – Certificate of Proficiency in Entrepreneurship
 - Utah Valley University – Associate of Applied Science in Theatre for Children and Youth
 - Utah Valley University – Emphasis in Building Construction and Construction Management within the Bachelor of Science in Technology Management
 - Utah Valley University – Emphasis in Business within the Bachelor of Science in Dental Hygiene
 - Utah Valley University – Emphasis in Education within the Bachelor of Science in Dental Hygiene
 - Utah Valley University – Emphasis in Integrative Practice within the Bachelor of Science in Dental Hygiene
 - Utah Valley University – Emphasis in Public Health within the Bachelor of Science in Dental Hygiene
 - Salt Lake Community College – Associate of Applied Science in Aerospace/Aviation Technology- Professional Pilot, Fixed Wing
 - Salt Lake Community College – Associate of Applied Science in Aerospace/Aviation Technology- Professional Pilot, Rotor Wing

- Salt Lake Community College – Associate of Applied Science in Health Information Technology
 - Salt Lake Community College – Certificate of Completion in Aviation Business Operations – Fixed Wing
 - Salt Lake Community College – Certificate of Completion in Aviation Business Operations – Rotor Wing
 - Salt Lake Community College – Certificate of Completion in Aviation Dispatch
 - Salt Lake Community College – Certificate of Completion in Commercial Fixed Wing
 - Salt Lake Community College – Certificate of Completion in Commercial Rotor Wing
 - Salt Lake Community College – Certificate of Completion in Health Information Technology
10. Three-Year Review
- Utah Valley University – Associate of Applied Science in Theatre for Children and Youth
 - Utah Valley University – Bachelor of Music in Commercial Music
11. Five-Year Review
- Weber State University – Associate of Science in Health Science
 - Weber State University – Department of English Language and Literature
 - Weber State University – Master of Criminal Justice
 - Weber State University – Master of Health Administration
12. Seven-Year Review
- University of Utah – Department of Electrical and Computer Engineering
 - University of Utah – Division of Physician Assistant Studies
 - University of Utah – Division of Public Health

The following changes represent an administrative restructure at UVU that involves renaming two colleges and establishing, within the newly named College of Health and Public Service, two new administrative units, School of Health and Department of Allied Health.

Name Change

- Utah Valley University – College of Science and Health to College of Science
- Utah Valley University – College of Aviation and Public Service to College of Health and Public Service

New Administrative Unit

- Utah Valley University – School of Health under College of Health and Public Service
- Utah Valley University – Department of Allied Health under College of Health and Public Service (Department of Dental Hygiene will merge into the new Department of Allied Health)

Program and/or Department Transfer

- Utah Valley University – Department of Nursing and associated programs move from College of Science to College of Health and Public Service, School of Health

- Utah Valley University – Department of Public and Community Health and associated programs move from College of Science to College of Health and Public Service, School of Health
- Utah Valley University – Dental Hygiene programs move from College of Science to College of Health and Public Service, Department of Allied Health

Strategic Workforce Investment Proposals

Pursuant to authority granted the Commissioner by the Utah State Board of Regents, the following Strategic Workforce Investment proposals for FY2018 received a letter from the Commissioner indicating support of the Board.

| USHE Institution | Lead Applicant | Educational Partners | Proposed Project | Brief Description of Proposed Project |
|-----------------------|-----------------------|--|---|--|
| Utah State University | Utah State University | Bridgerland Applied Technology College, Cache County School District, and Grand County School District | Outdoor Products Pathway Development | Project will develop stackable credential opportunities for high school and applied technology students in Northern and Eastern Utah to increase the number of trained outdoor product design and development professionals. Pathway includes: 1) Concurrent enrollment, 2) BATC Fashion Merchandising certificate, 3) USU General Technology AAS degree with Design and Creative Arts emphasis, and 4) USU bachelor of science degree with an emphasis in either Product Development or Outdoor Product Design and Development. |
| Utah State University | Utah State University | Grand County School District, BEACON Afterschool Program | Stackable Credentials in the Life Sciences for Southeast Utah | Project will develop and implement life sciences stackable credentials from certificate to graduate levels and will increase employment opportunities consistent with industry demand in Southeast Utah. |
| Utah State University | Uintah Basin Applied | Utah State University and Duchesne School | Industrial Automation | Project will fund two faculty positions, one at the UBATC |

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| | Technology College | District | Pathway | and one at the Uintah Basin Campus of USU. Faculty will support development of a pathway that begins in high school and that can lead toward a postsecondary certificate, and AAS and BS degrees. |
| Utah State University | Tooele Applied Technology College | Utah State University and Tooele County School District | Web Development and Programming | TATC will develop a new certificate program in web development. Students can take program courses while still in high school. Upon completion of the certificate students can transfer to USU and enroll in the USU General Technology AAS program. |
| Weber State University | Weber State University | Davis, Morgan, Weber, and Ogden School Districts, Northern Utah Academy for Math, Engineering, and Science | Computer Science Pathway | Project will provide stackable credentials in computer science that feed directly into baccalaureate and master degree programs. Four key courses will be offered through concurrent enrollment. Students who complete these courses will earn the first of several stackable credentials while still in high school. To facilitate access, university faculty will teach courses at central locations as well as through distance education. |
| Southern Utah University | Southern Utah University | Dixie State University, Snow College, Southwest Applied Technology College, Dixie Applied Technology College and Public School Districts | Southern Utah Partnership for Technical Career Pathways | Proposal is for a multi-institution project that will link STEM and CTE programs to high school students and provide them an entry way into a number of stackable credentials that lead to high paying and in-demand jobs in areas such as engineering technology, computer science, electronics, and robotics. |
| Dixie State | Dixie State | Dixie Applied | Trailblazing | Proposal builds upon a current |

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| University | University | Technology College | Adult Education | DSU/DXATC Strategic Workforce Investment initiative to develop additional stackable credentials that lead to a proposed new baccalaureate program in technology management. The project will incorporate a design strategy that integrates stackable credentials, flexibility, integration with industry, and employment in high demand areas. |
| Dixie State University | Dixie Applied Technology College | Dixie State University and Washington County School District | Auto Tech Stacks | Project funding will provide two faculty positions to support the developing DXATC certificate program in automotive technology. Students will be able to begin the program in high school. Those who complete the DXATC certificate may enroll in the DSU General Technology AAS program. |
| Utah Valley University | Mountainland Applied Technology College | Utah Valley University, Provo City School District, Alpine School District, Utah County Academy of Sciences, Park City School District, American Leadership Academy, Nebo School District, South Summit School District, North Summit School District, Wasatch School District and Mountainland Region Career Pathways | Mobile Development Stackable Credential Program | This project will develop stackable credentials in mobile development. Students can begin in high school and earn a certificate through MATC that feeds into associate and/or baccalaureate degrees at UVU. |
| Utah Valley University | Alpine School District | Utah Valley University | Cyber Security Stackable Credential Program | Project will provide funding for faculty development in cyber security as well as development of a course that can be taken in high school through UVU's |

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| | | | | concurrent enrollment program. The goal is to get high school students into a cyber security pathway that will lead to related postsecondary programs. |
| Utah Valley University | Alpine School District | Utah Valley University | Digital Marketing Stackable Credential Program | Project will support a digital marketing career pathway that is currently underway but requires additional resources. Students in the nine Alpine School District high schools will be able to take UVU concurrent enrollment courses in digital media that are part of existing programs at UVU. |
| Utah Valley University | Alpine School District | Utah Valley University | Financial Services Stackable Credential Program | Project will develop a concurrent enrollment course in financial services and will provide professional development opportunities in finance for high school faculty members. The concurrent enrollment course will be piloted in a few high schools and then expand to other high schools within the Alpine School District with the potential of being adopted for statewide access. |
| Salt Lake Community College | Salt Lake Community College | Canyons School District | Industrial Automation Technician Pathway | Working with Canyons School District and employers, Salt Lake Community College will develop a pathway from high school to college that will provide a talent pipeline for industrial automation technicians. |
| Salt Lake Community College | Jordan School District | Salt Lake Community College and Canyons School District | Diesel Technology Pathway | SLCC's diesel technology program will be available to high school students. Industry partners will also be engaged and will support job shadowing, internships, site visits, and employee recruitment. |

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| Salt Lake Community College | Granite School District | Salt Lake Community College | Manufacturing and Composites for Aerospace Industry | SLCC will help refine a high school training program that will enhance and increase the talent pipeline for companies involved in aerospace manufacturing. Industry partners will be an integral part of this project. |
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- E. Approval of a leave of absence for President Matthew S. Holland, from May 5, 2017 through July 31, 2017, to accept an opportunity to serve as a Senior Associate at Oxford University, pursuant to Regent Policy R210.
- F. Approval of revisions to R911-Employment of Relatives
This policy governs internal human resources decisions within the Office of the Commissioner regarding hiring of relatives. Human resources, in consultation with legal counsel, has modified this policy to clarify under what conditions a relative of a current OCHE employee may be hired.

David L. Buhler
Commissioner of Higher Education

DLB/LO
Attachment

STATE BOARD OF REGENTS
UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
S.J. QUINNEY COLLEGE OF LAW
FRIDAY, JANUARY 20, 2017

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STATE BOARD OF REGENTS
UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
S.J. QUINNEY COLLEGE OF LAW
FRIDAY, JANUARY 20, 2017

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
France A. Davis, Vice Chair
Nina R. Barnes
Jessellie B. Anderson
Laura L. Belnap
Marlin K. Jensen
Steve Lund
Steve Moore
Robert W. Prince
Harris H. Simmons
Mark R. Stoddard
Teresa L. Theurer
John H. Zenger
Joyce P. Valdez

Regents Absent

Ty Aller
Wilford W. Cldye
Patricia Jones
Spencer F. Stokes
Robert S. Marquardt

Office of the Commissioner

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

Institutional Presidents Present

David W. Pershing, University of Utah
Stan L. Albrecht, Utah State University
Scott L. Wyatt, Southern Utah University
Gary L. Carlston, Snow College
Matthew S. Holland, Utah Valley University
Richard B. Williams, Dixie State University
Deneece G. Huftalin, Salt Lake Community College
Madonne Miner for 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. Vice Chair Davis welcomed the Board, others in attendance, and the press and then turned the time to President Pershing for the State of the University.

State of the University

President Pershing started by giving the Regents a tour of the campus via video. President Pershing said the University continues to grow; the average ACT score is over 25 and students must have a 3.6 GPA to be accepted to the University. They now have over 100 undergraduate degrees. One of the key goals is making sure the students at the U are successful, and says involving students is crucial. 1st and 2nd year retention is at 90%. The U is one of the most community engaged schools in the nation. The Entertainment, Arts and Engineering program is one of the hottest programs at the school right now, and ranks number one in the nation. He shared a compilation of video games students at the U have created; he also shared a video featuring students at the Lassonde Entrepreneur Institute. President Pershing touched briefly on online classes and predicts it will continue to grow. He also talked about the campus in Korea and shared pictures of the campus and students. The U will soon be offering four new programs in Korea. The graduation rate improved from 55% to 65% in the last five years, with 8,200 graduates last year. He also noted the medical school is ranked first in the nation for quality. This year the U is requesting funding to replace the old hospital built in the 1950's. In its place will be three buildings; Ambulatory Care Building, Rehabilitation Hospital, and the Medical Education and Discovery Building.

Vice Chair Davis introduced new Regent Laura L. Belnap.

A State of Opportunity: 2017 Progress Report, the Board of Regents Strategic Plan 2025 (TAB BB)
Commissioner Buhler shared a national study on where the jobs are and noted Utah reflects the same trend. As a reminder, Commissioner Buhler noted the three priorities of the strategic plan are: affordable participation, timely completion, and innovative discovery:

Affordable Participation – looking at students who begin college within five years of high school graduation, in 2015 it was 66% and last year it moved up to 69%.

Timely Completion – increase the percentage of students who persist and graduate with a degree in higher education. The goal is 28%, in 2015 we were at 25% and in 2016 we hit 26%.

Innovative Discovery – access involvement in high learning practices. We still need to establish benchmarks and system wide goals.

Also included in the strategic plan is an investment section. We need to have an average of 5% increase in total funding; in 2015 we had 4.6%.

Regent Lund motioned to approve as outlined in TAB BB; the motion was seconded by Regent Barnes and the motion carried.

Legislative Priorities (TAB CC)

Commissioner Buhler reviewed briefly our goal for the legislative session. Compensation would be a 75%/25% split, with the state funding 75% of compensation and our match would be 25%. Our budget is structured based on this match. The priorities this year are: 1) compensation for employees, 2) student

growth and market demand, 3) performance funding, and 4) Regents' Scholarship. The compensation request is based on a 3% increase on average, based on performance, and a 7% increase for health and dental benefits. Student growth and market demand is about 4 million.

Commissioner Buhler noted there are over 100 legislative bills. The office will be closely tracking and monitoring each, and will keep the Regents updated.

Regent Theurer motioned to approved as outlined in TAB CC; the motion was seconded by Regent Barnes and the motion carried.

General Consent Calendar (TAB AA)

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

- A. Minutes – Minutes of the Board meeting November 18, 2016, Utah Valley University, Orem, Utah
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved

Reports of Board Committees

Academic and Student Affairs Committee

University of Utah – Bachelor of Science in Quantitative Analysis of Markets and Organizations with Emphases in: Business Economics & Analytics, and Finance (TAB A)

University of Utah – Master of Science in Construction Engineering (online) (TAB B)

University of Utah – Master of Software Development (TAB C) **Regent Prince motioned to approve TAB A, TAB B and TAB C as outlined; the motion was seconded by Regent Simmons and the motion carried.**

Weber State University – Bachelor of Science in Public Health (TAB D) **Regent Prince motioned to approve as outlined in TAB D; the motion was seconded by Regent Valdez and the motion carried.**

Snow College – Associate of Fine Arts in Visual Studies (TAB E) **Regent Prince motioned to approve as outlined in TAB E; the motion was seconded by Regent Stoddard and the motion carried.**

Adoption of Regent Policy R262, Student Safety (TAB F) **Regent Prince noted Geoff Landward gave an excellent explanation of this policy and it was unanimously approved by the committee. Regent Prince motioned to approve as outlined in TAB F; the motion was seconded by Regent Theurer and the motion carried.**

University of Utah Completion Report (TAB G) **Regent Prince noted this was an excellent presentation. This is information only; no action was taken.**

Statewide Completion Report (TAB H) Regence Prince noted this information only; no action was taken.

Outreach & Access Update (TAB I) Regent Prince asked Vice Chair Davis to make comments. Vice Chair Davis highlighted the program "Expect the Great" and noted all institutional Presidents supported this event. This is information only; no action was taken.

USHE Annual Career and Technical Education Report (TAB J) Regent Prince noted this is information only; no action was taken.

Engineering and Computer Technology Initiative Annual Report (TAB K) Regent Prince noted this is information only; no action was taken.

Finance and Facilities

USHE – Fiscal Health Dashboard Presentation & Discussion (TAB L) Regent Simmons noted this item was a discussion item only; no action was taken.

USHE – Discussion of Tuition & Fees (TAB M) Regent Simmons noted this discussion was in preparation for tuition and fee rates and increases. This is a discussion item only; no action was taken.

University of Utah – Property Disposal (TAB N) Regent Simmons noted this request is to sell the property for 8.1 million. **Regent Barnes moved to approve as outlined in TAB N; the motion was seconded by Regent Lund and the motion carried.**

University of Utah – Property Acquisition (TAB O) Regent Simmons noted this building will be used for continuing education programs. It will be purchased for 6.4 million, which is the appraised value and another 3 million will be spent for renovation. **Regent Simmons moved to approve as outlined in TAB O; the motion was seconded by Regent Zenger and the motion carried.**

University of Utah – Series 2017 Refunding Bond Issue (TAB P) Regent Simmons noted this will give the University approval to refund up to 220 million of previously issued revenue bonds as opportunities come along to refund at favorable rates. **Regent Lund moved to approve as outlined in TAB P; the motion was seconded by Regent Zenger and the motion carried.**

Utah State University – Property Acquisition (TAB Q) Regent Simmons noted this is to purchase 43.2 acres in Dayton, Idaho. USU has been conducting tree research on this land and over time, some of these trees will be moved closer to campus. Ultimately this property will be disposed of, but in the meantime it is important to maintain for research work. The purchase price is \$300,000 and will include 42 shares of water. **Regent Simmons moved to approve as outlined in TAB Q; the motion was seconded by Regent Barnes and the motion carried.**

USHE – Capital Facilities Policies; Repeal R701, R710, R720, and Adopt R701, R702, R703, R704, R705, R706 (TAB R) Regent Simmons noted this is breaking some old policies into component pieces. These changes clarify some of the procedure requirements regarding how capital facilities are handled and should

reduce the number of capital requests that come to the Finance and Facilities Committee. Capital Facility request less than \$500,000 will be handled through the institutions' Board of Trustees and simplifies the approval process. **Regent Simmons moved to approve as outlined in TAB R; the motion was seconded by Regent Barnes and the motion carried.**

USHE – Revision of Policy R571, *Delegation of Purchasing Authority* (TAB S) Regent Simmons noted this modifies the policy to incorporate changes from the state's procurement code and align the policy with statute. **Regent Simmons moved to approve as outlined in TAB S; the motion was seconded by Regent Zenger and the motion carried.**

UHEAA – Amendment to Authorizing Resolution: Student Loan Backed Notes (TAB T) Regent Simmons noted this is a request by UHEAA to extend the authorization period for refinancing 1.8 billion in student loan backed revenue notes. The current authorization is set to expire at the end of March and this request would extend the expiration date to September 27, 2017. **Regent Simmons moved to approve as outlined in TAB T; the motion was seconded by Regent Stoddard and the motion carried.**

University of Utah – Series 2016B General Revenue and Refunding Bond Results (TAB U) Regent Simmons noted the University closed on a bond that would result in savings on November 29, 2016. The proceeds will be largely used to finance the David Eccles School of Business Executive Education Building, and the Ambulatory Care Complex. This is information only; no action was taken.

Dixie State University – Property Sale Follow-up (TAB V) Regent Simmons noted about two years ago the board approved the sale of approximately .42 acres on Tabernacle Street in St. George, Utah in conjunction with 2.29 acres owned by Dixie College foundation for construction of privately owned student housing. The original developer was unable to complete the transaction but DSU found another developer to purchase the land and build new student housing. This is information only; no action was taken.

USHE – Annual Report on Institutional and Revenue Bonded Indebtedness (TAB W) Regent Simmons noted this is a report of total debt outstanding by the USHE. We have \$1,056,480 of outstanding debt as of June 30, 2016, which is down from an original issue amount of \$1,534,860. Of note, SLCC paid its last payment in June and has no outstanding debt. All bonds are being retired on schedule. This is information only; no action was taken.

USHE – 2017 Data Book Update (TAB X) Regent Simmons noted this is a comprehensive set of data tables, covering a wide range of topics and is now available on the website. This is information only; no action was taken.

USHE – Update on Institutional Audit Reports to the Regents' Audit Committee (TAB Y) Regent Simmons noted the Audit Committee met with the institution Trustees and audit staff on January 10, 2017 to review audit procedures and activities as required by policy. This is information only; no action was taken.

USHE – Annual Auxiliary Funds Report (TAB Z) Regent Simmons noted all auxiliary fund balances appear healthy. This is information only; no action was taken.

It was moved by Regent Stoddard and seconded by Regent Theurer to meet in Executive Session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals, and ongoing investigations.

The Committee of the Whole adjourned at 2:20 p.m. The executive session adjourned at 3:25 p.m.

Loreen Olney
Executive Secretary

Date Approved: March 22, 2017