

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 1<sup>st</sup>-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

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David L. Buhler  
Commissioner of Higher Education

DLB/KLH/BLS  
Attachments

## 2017-18 Tuition Proposal (Combined 1st &amp; 2nd Tier Increases) - Resident Undergraduate &amp; 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 <sup>1</sup>	Utah Resident Undergraduate	\$3,239	\$81	\$3,319	2.5%

Annual tuition amount based on 15 credit hours per semester for two semesters

<sup>1</sup> 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 &amp; 2nd Tier) - Non-Resident Undergraduate &amp; 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%
	<b>Total 1st-Tier Tuition</b>	<b>\$18,694,140</b>	<b>100.0%</b>

### 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%
	<b>Total U of U 1st-Tier</b>	<b>\$7,650,000</b>	<b>2.5%</b>
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%
	<b>Total USU 1st-Tier</b>	<b>\$3,093,000</b>	<b>2.5%</b>
WSU	Compensation	\$976,800	1.4%
	Academic Program Enhancement	\$745,400	1.0%
	Administrative Support	\$52,800	0.1%
	<b>Total WSU 1st-Tier</b>	<b>\$1,775,000</b>	<b>2.5%</b>
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%
	<b>Total SUU 1st-Tier</b>	<b>\$1,044,950</b>	<b>2.5%</b>
SC	Compensation	\$274,130	2.5%
	<b>Total SC 1st-Tier</b>	<b>\$274,130</b>	<b>2.5%</b>
DSU	Compensation	\$125,000	0.5%
	Faculty Rank Advancements	\$312,500	1.1%
	Adjunct Faculty Rate Increases	\$250,000	0.9%
	<b>Total DSU 1st-Tier</b>	<b>\$687,500</b>	<b>2.5%</b>
UVU	Compensation	\$2,899,860	2.5%
	Internal Service Fund Increases	\$19,700	0.0%
	<b>Total UVU 1st-Tier</b>	<b>\$2,919,560</b>	<b>2.5%</b>
SLCC	Compensation	\$750,000	1.5%
	Student Success Initiatives	\$500,000	1.0%
	<b>Total SLCC 1st-Tier</b>	<b>\$1,250,000</b>	<b>2.5%</b>

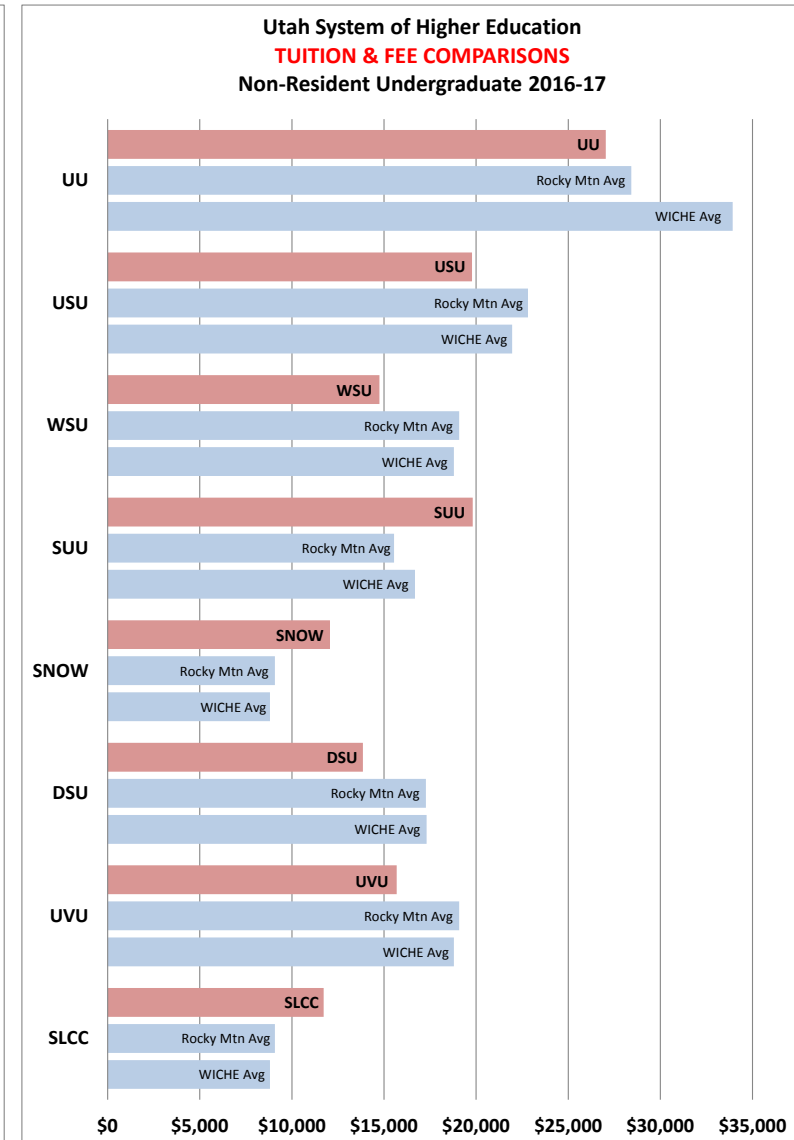
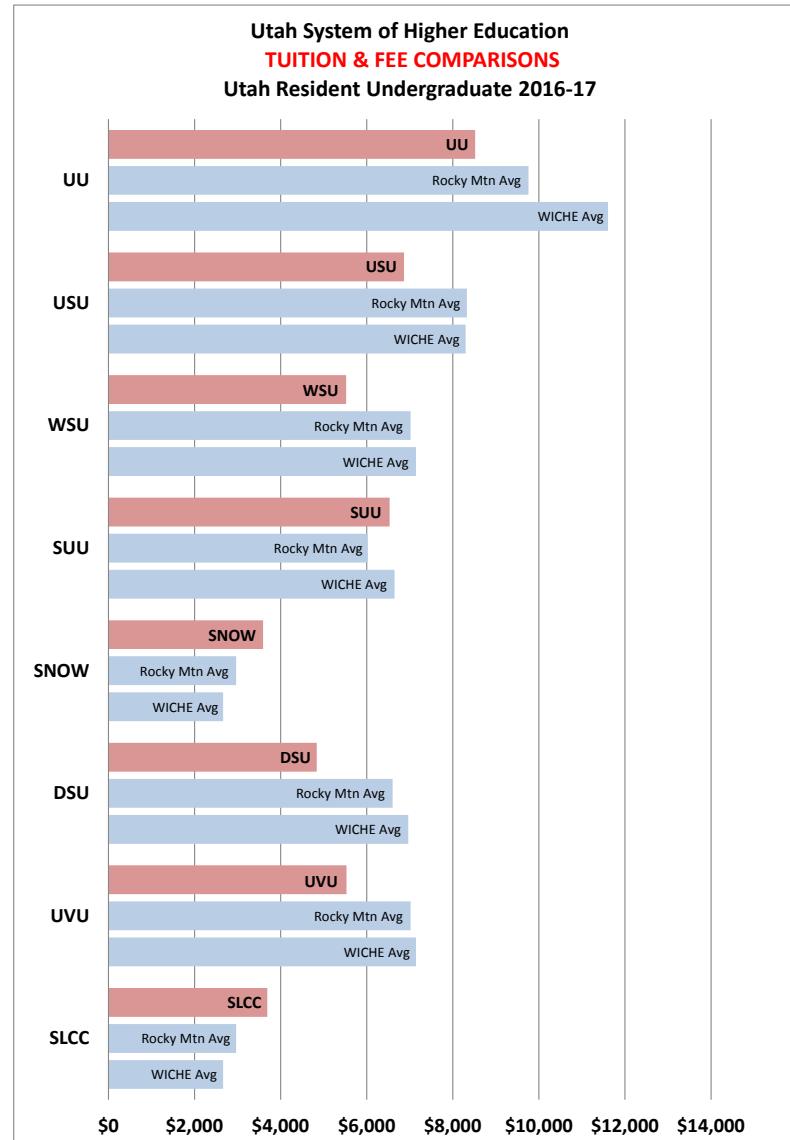
### Utah System of Higher Education 2nd-Tier Tuition Increase Proposal

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%
	<b>Total 2nd-Tier Tuition</b>	<b>\$8,774,500</b>	<b>100.0%</b>

### 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%
	<b>Total UU 2nd-Tier</b>	<b>\$4,284,000</b>	<b>1.4%</b>
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%
	<b>Total USU 2nd-Tier</b>	<b>\$3,093,000</b>	<b>2.50</b>
WSU	Compensation	\$469,700	0.7%
	Administrative Support	\$240,300	0.3%
	<b>Total WSU 2nd-Tier</b>	<b>\$710,000</b>	<b>1.0%</b>
SUU	<b>Total SUU 2nd-Tier</b>	-	-
SC	<b>Total SC 2nd-Tier</b>	-	-
DSU	Development and Expansion of Academic Programs	\$687,500	2.5%
	<b>Total DSU 2nd-Tier</b>	<b>\$687,500</b>	<b>2.5%</b>
UVU	<b>Total UVU 2nd-Tier</b>	-	-
SLCC	<b>Total SLCC 2nd-Tier</b>	-	-

2016-17 WICHE\* and Rocky Mountain\*\* States Utah Resident Undergraduate & Graduate Students Tuition & Fee\*\*\* Comparisons



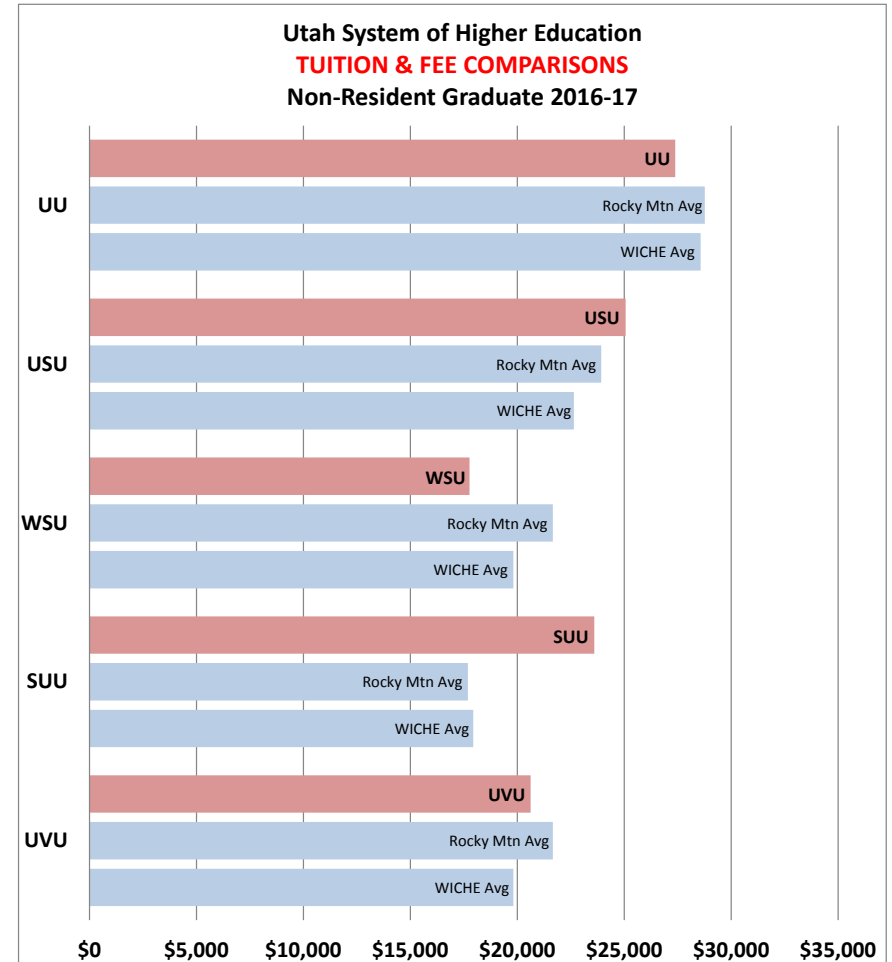
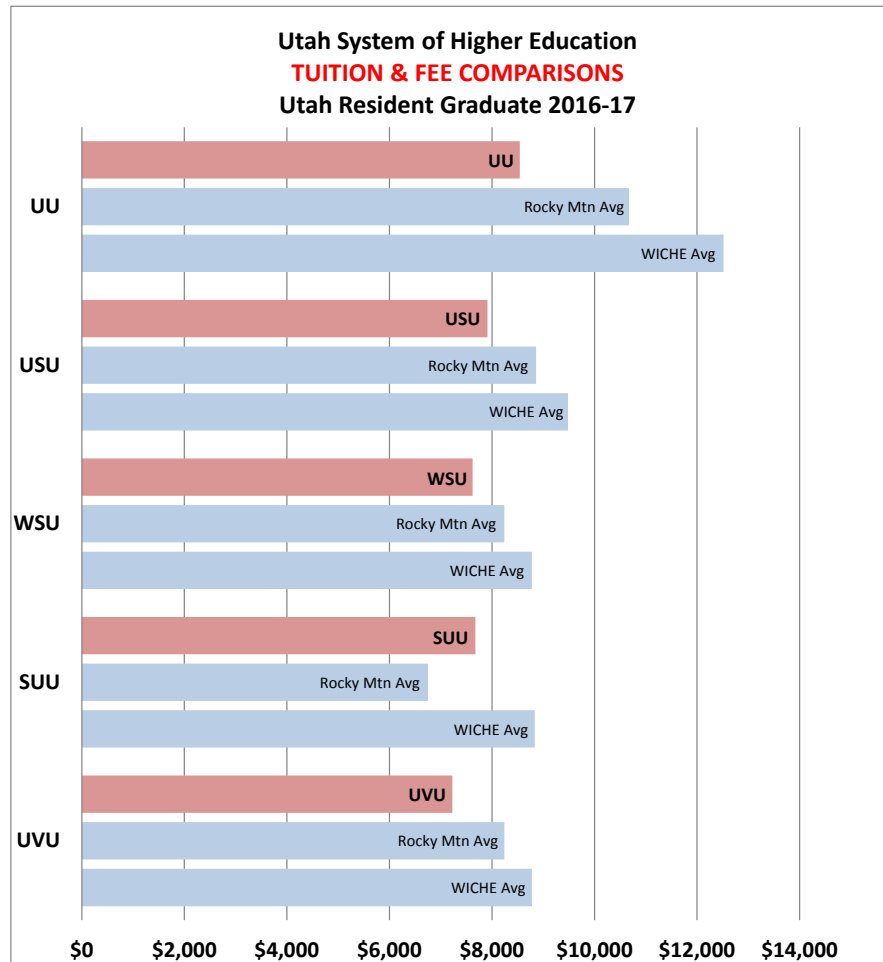
\*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota and South Dakota

\*\*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](http://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 &amp; 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
<b>Public Four-year Institutions</b>									
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%
<b>Public Two-year Institutions</b>									
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
<b>Resident Increases</b>									
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 <sup>(1)</sup>	5.9%	7.3%	8.6%	8.1%	5.6%	5.3%	4.7%	3.1%	3.7%
USHE First-tier only <sup>(2)</sup>	3.5%	1.0%	1.5%	5.0%	4.5%	5.0%	4.0%	3.0%	3.5%
<b>Nonresident Increases</b>									
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 <sup>(1)</sup>	5.0%	5.0%	7.8%	7.6%	3.2%	5.2%	4.7%	2.7%	3.7%
USHE First-tier only <sup>(2)</sup>	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 <sup>1</sup>	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 <sup>1</sup>	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%
<b>Subtotal - 2 &amp; 4 year</b>	<b>\$753,202,198</b>	<b>\$5,374,100</b>	<b>0.71%</b>	<b>\$2,729,400</b>	<b>0.36%</b>	<b>\$8,103,500</b>	<b>1.08%</b>

## 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**

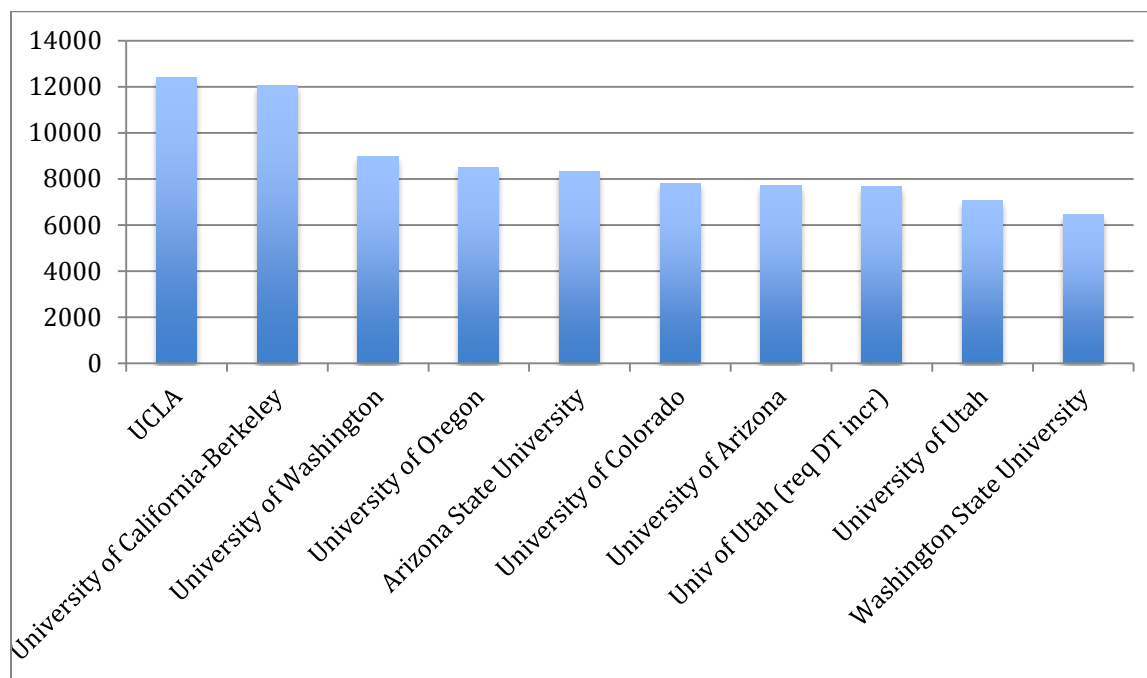
The current differential tuition assessed is insufficient to maintain already promised ancillary support and the small class size. As illustration, in FY16, differential tuition generated \$521,104, but expenditures related to the above initiatives were \$640,589, resulting in a shortfall of (\$119,485). 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**

<b>UNIT/PROGRAM</b>	<b>Per Credit</b>	<b>median \$ (BI</b>
<b>Pharmacy</b>	<b>\$ 594.43</b>	<b>121500</b>
<b>Gaming</b>	<b>\$ 557.16</b>	<b>69410</b>
<b>Eccles Business</b>	<b>\$ 536.07</b>	<b>86,110</b>
<b>MIAGE</b>	<b>\$ 506.68</b>	<b>63530</b>
<b>Genetic Counseling</b>	<b>\$ 348.38</b>	<b>72090</b>
<b>Law</b>	<b>\$ 316.75</b>	<b>115,820</b>
<b>Public Policy</b>	<b>\$ 291.25</b>	<b>102000</b>
<b>OT</b>	<b>\$ 290.80</b>	<b>80150</b>
<b>Bio. Informatics</b>	<b>\$ 287.18</b>	<b>82,240</b>
<b>PT</b>	<b>\$ 283.88</b>	<b>84020</b>
<b>Nutrition</b>	<b>\$ 277.78</b>	<b>55240</b>
<b>Communications</b>	<b>\$ 275.68</b>	<b>45860</b>
<b>Occupational Health</b>	<b>\$ 245.52</b>	<b>70210</b>
<b>Public Health</b>	<b>\$ 245.52</b>	<b>43840</b>
<b>Arch + Planning (proposed)</b>	<b>\$ 207.28</b>	<b>73090</b>
<b>Nursing</b>	<b>\$ 181.33</b>	<b>104740</b>
<b>Arch + Planning (cur)</b>	<b>\$ 164.42</b>	<b>73090</b>
<b>Social Work</b>	<b>\$ 122.23</b>	<b>44200</b>
<b>Public Administration</b>	<b>\$ 109.20</b>	<b>86110</b>
<b>Engineering</b>	<b>\$ 74.74</b>	<b>79340</b>

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](http://graduateprograms.com), and our CMP program was recently ranked as high as 15<sup>th</sup> 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**

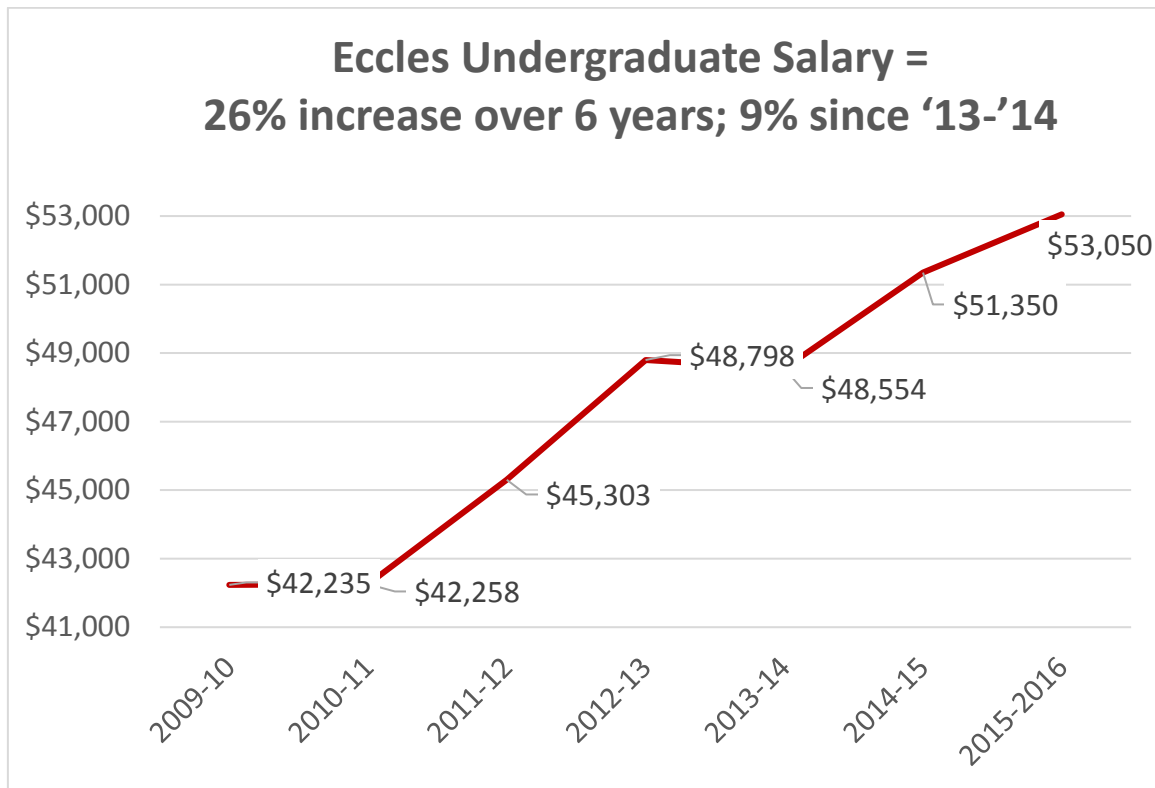
In 2014, a differential increase was granted in order to enhance the quality of undergraduate business programs by growing our Business Scholars cohort program, increasing well-paying jobs for our graduates, and decreasing class sizes.

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.

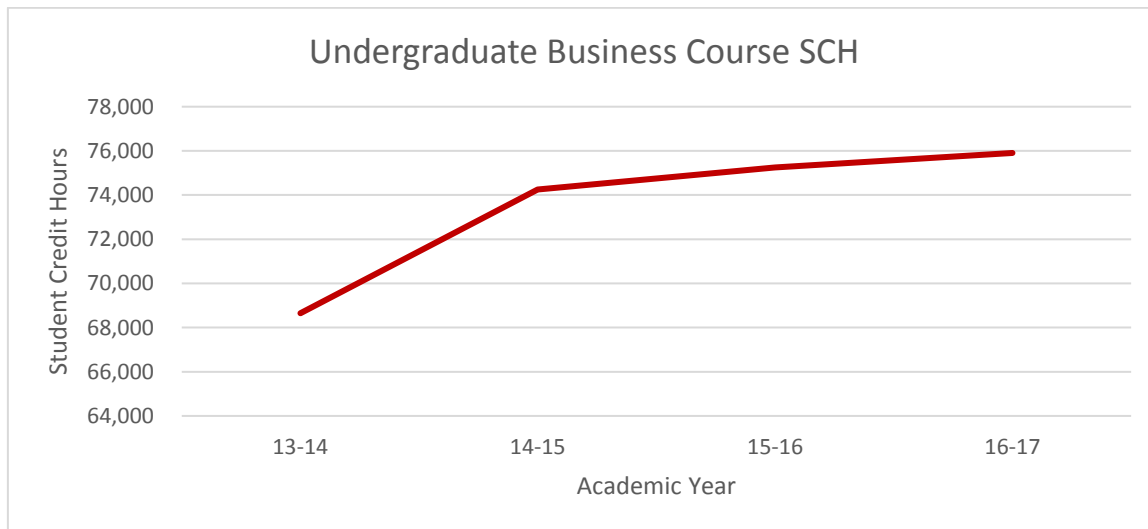
A task force at the University of Utah explored student retention and progress towards graduation. It noted that retention rates are improved for certain university-wide cohort and learning community programs – LEAP, Honors, etc. The committee focused on how to replicate and scale the success of these 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.

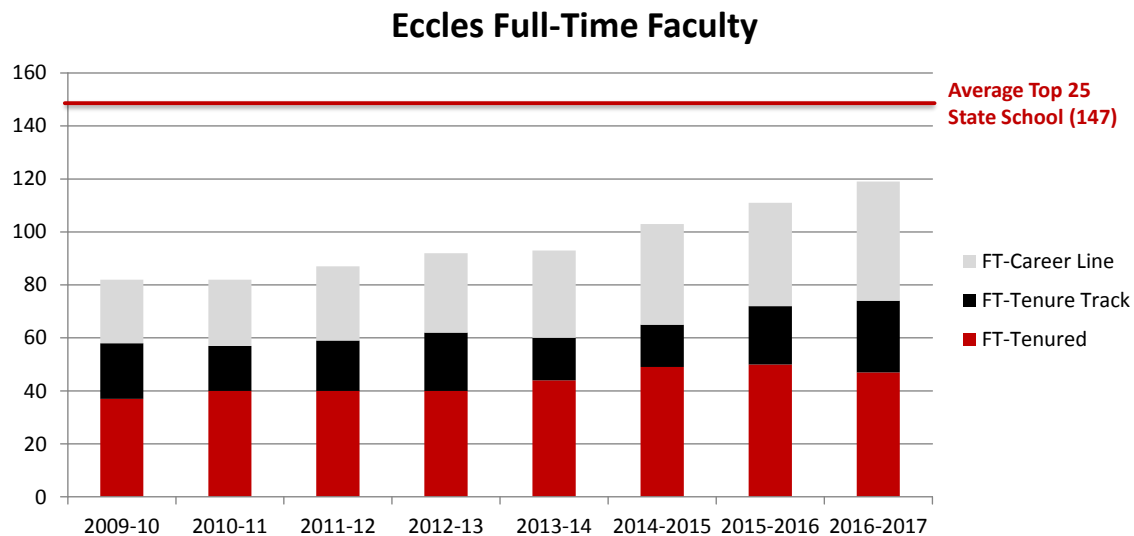
### *Support Rapid Growth/Faculty Sufficiency*

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.

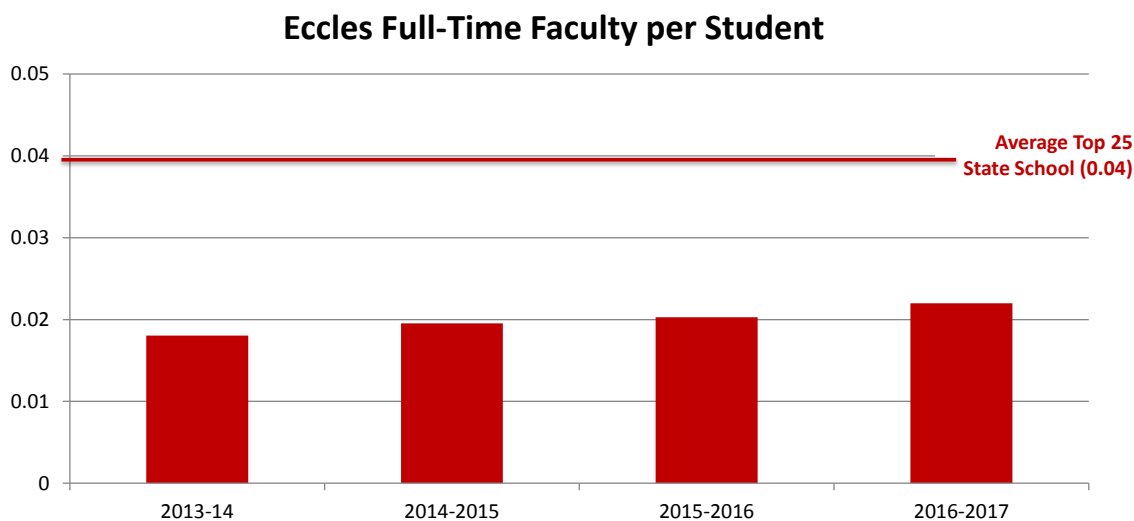


**Figure 2: Undergraduate Business Course Student Credit Hour Growth**

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**



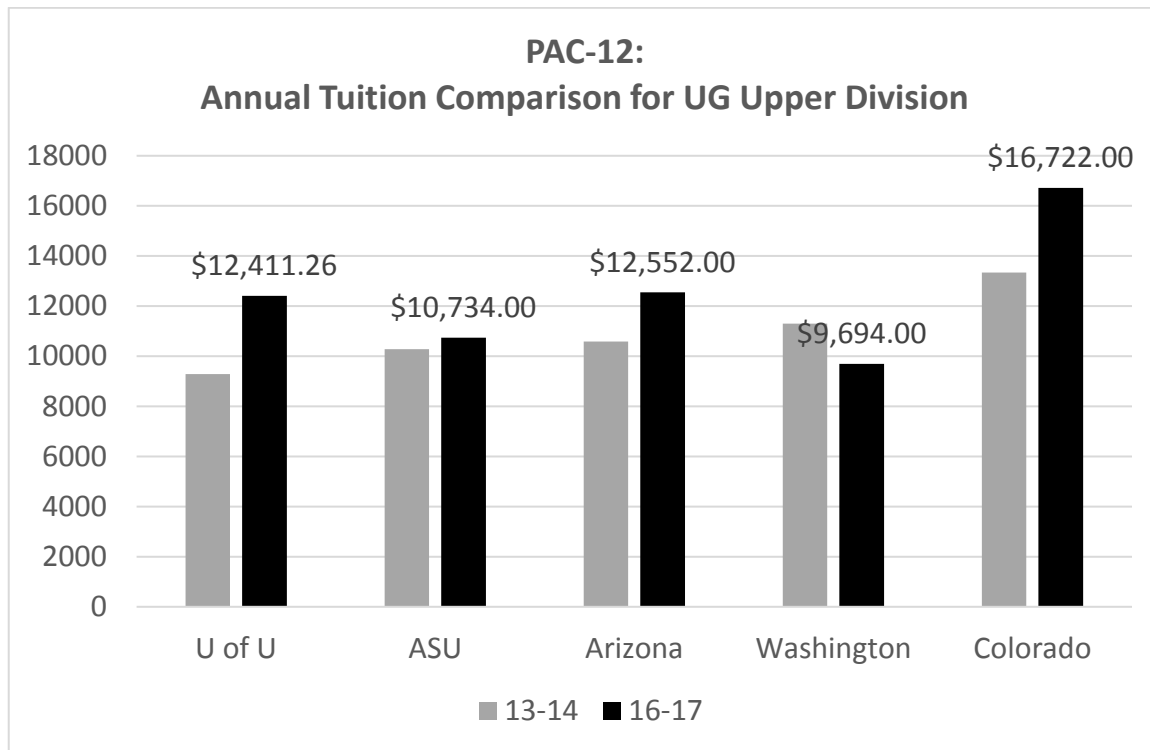
**Figure 4: David Eccles School of Business Full-Time Faculty Headcount per Student**

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.

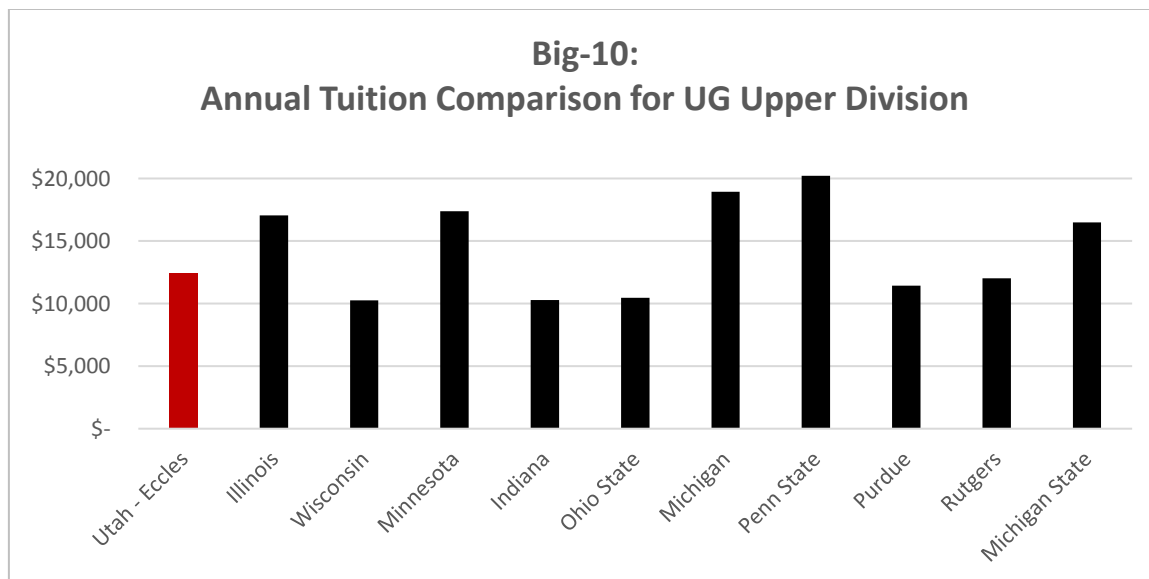
#### *Continue to Build Resources and Infrastructure*

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.

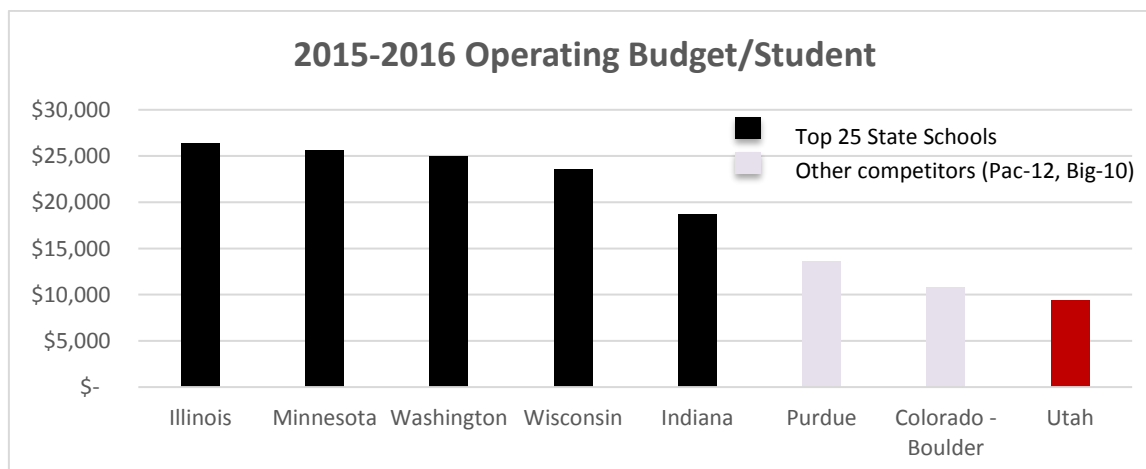


**Figure 6: Annual Tuition and Differential normalized to 30 Semester Credit Hours**

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:

<b>Implementation Year</b>	<b>Class Affected</b>		<b>Per Credit Hour Increase</b>	<b>Total Incremental Tuition Increase</b>
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
	<b>Low Estimate</b>	<b>High Estimate</b>	
<b>Utah – TAM K-12 Educator Estimate</b>	<b>1,013</b>	<b>2,791</b>	

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
<i>Statewide</i>	--	--	--	--	7	
<b>Total</b>	<b>557,651</b>	<b>526</b>	<b>145</b>	<b>123</b>	<b>95</b>	<b>23,520</b>

### *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)**

<b>State</b>	<b>Elementary</b>	<b>Middle/Junior</b>	<b>High Schools</b>	<b>Private Schools</b>	<b>Low Estimate</b>	<b>High Estimate</b>	<b>Public Districts</b>
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
<b>Region</b>	<b>3,930</b>	<b>1,128</b>	<b>1,447</b>	<b>1,316</b>	<b>7,821</b>	<b>21,116</b>	<b>1,111</b>

## **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**

<b>Academic Year</b>	<b>CFA Undergraduate Degrees</b>
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
<b>Total</b>	<b>2,956</b>

**Table 6: Undergraduate College of Fine Arts Undergraduate Degrees**

<b>Major Name</b>	<b>Undergraduate Degree Count</b>
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)

<b>2014-15 Institution</b>	<b>Elementary Education (K-6)</b>	<b>Secondary Education (6-12)</b>	<b>Total</b>
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
<b>Totals</b>	<b>856</b>	<b>986</b>	<b>1,842</b>

### *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”

<b>Category</b>	<b>Undergraduate Alumni</b>	<b>Graduate Alumni</b>
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.

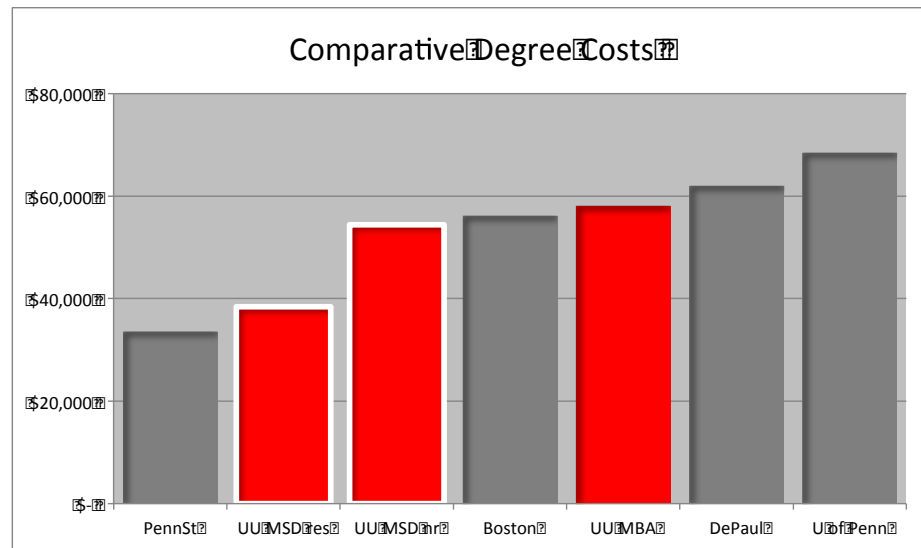
### **Rationale**

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 Non-Res	Boston	UU MBA	DePaul	Univ 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,<sup>1</sup> and assuming 15 credits per semester in the first two years and 14 credits per semester in the third year<sup>2</sup> 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.<sup>3</sup>

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<sup>1</sup> We address below potential tuition increases approved by the Board of Regents.

<sup>2</sup> These numbers will vary depending on how many credits a student chooses to take each semester.

<sup>3</sup> 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 students<sup>4</sup>

	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

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<sup>4</sup> 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 credit<sup>5</sup> taken above 94,<sup>6</sup> adjusted proportionately for any approved tuition increases. The following table compares the existing and proposed payment schedules:

### **Proposed plateau tuition for resident students**

<b>Representative student<sup>7</sup></b>	<b>Current model</b> (Per credit, for 88 credits)	<b>Plateau tuition model</b> (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 <sup>8</sup>
Year 3	\$24,110.64	\$25,131.48
<b>Total</b>	<b>\$75,394.44</b>	<b>\$75,394.44</b>

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.

<sup>5</sup> This is the incremental per credit charge for AY2016-17 beyond zero hour tuition, to be adjusted annually as this rate changes.

<sup>6</sup> 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.

<sup>7</sup> 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).

<sup>8</sup> 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**

<b>Representative student<sup>9</sup></b>	<b>Current model</b>	<b>Plateau tuition model</b>
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 <sup>10</sup>
<b>Total</b>	<b>\$100,789.78</b>	<b>\$100,789.78</b>

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:

<sup>9</sup> Assumes 15 credits for four semesters and 14 credits for two semesters; nonresident status in first year and resident tuition thereafter.

<sup>10</sup> 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>

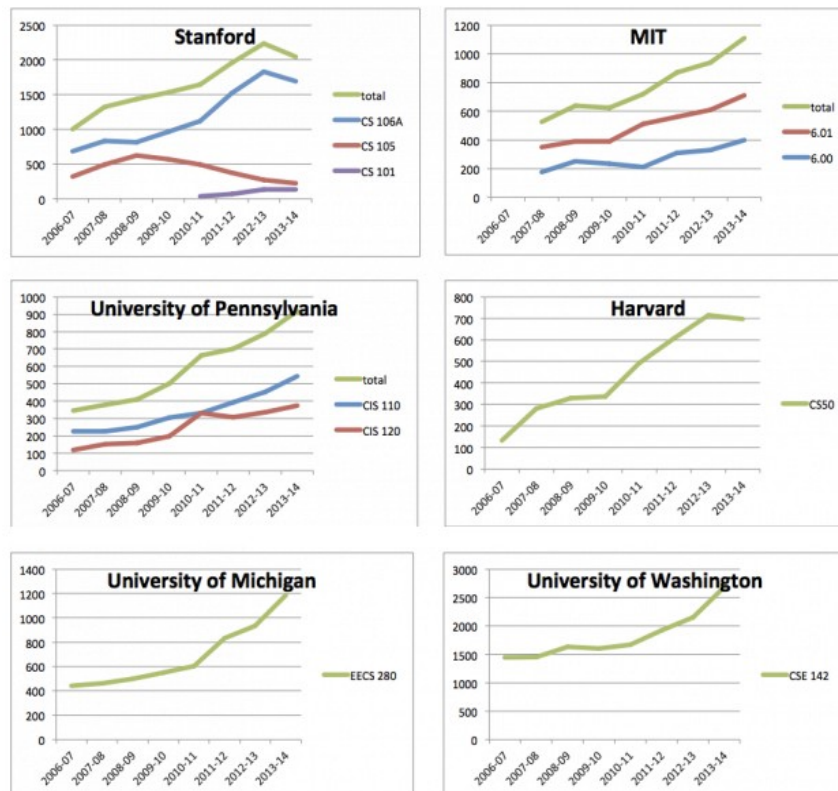
Utah is challenged by the demand for software developers and engineers. "We're one of the hottest innovation communities in the country," said Utah Technology Council president and chief executive officer Richard Nelson. "Demand for software developers and engineers far outstrips the ability of our colleges, 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:

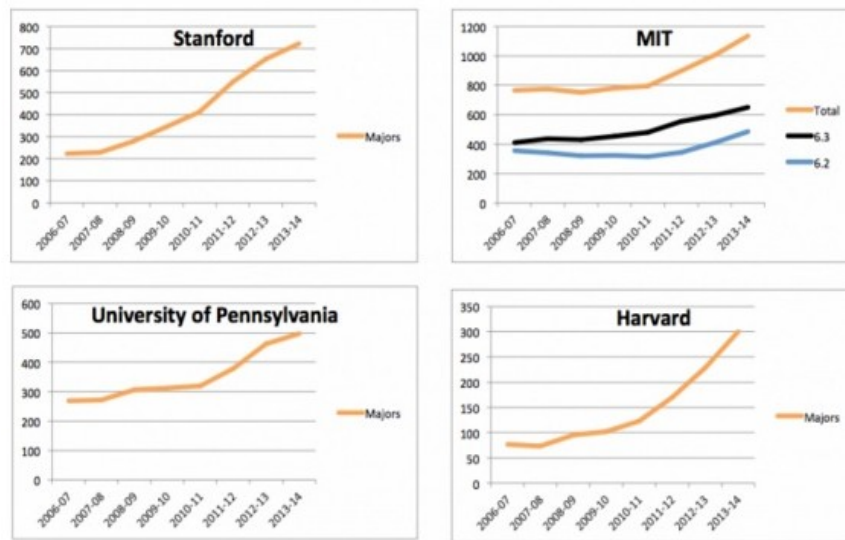
- The number of software developers and engineers employed by those 40 companies in Utah was nearly 8,200 last year, up from 4,703 in the 2013 survey.
- The study determined there were 1,105 open positions with those companies with 527 of those positions for software developers and engineers, compared 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

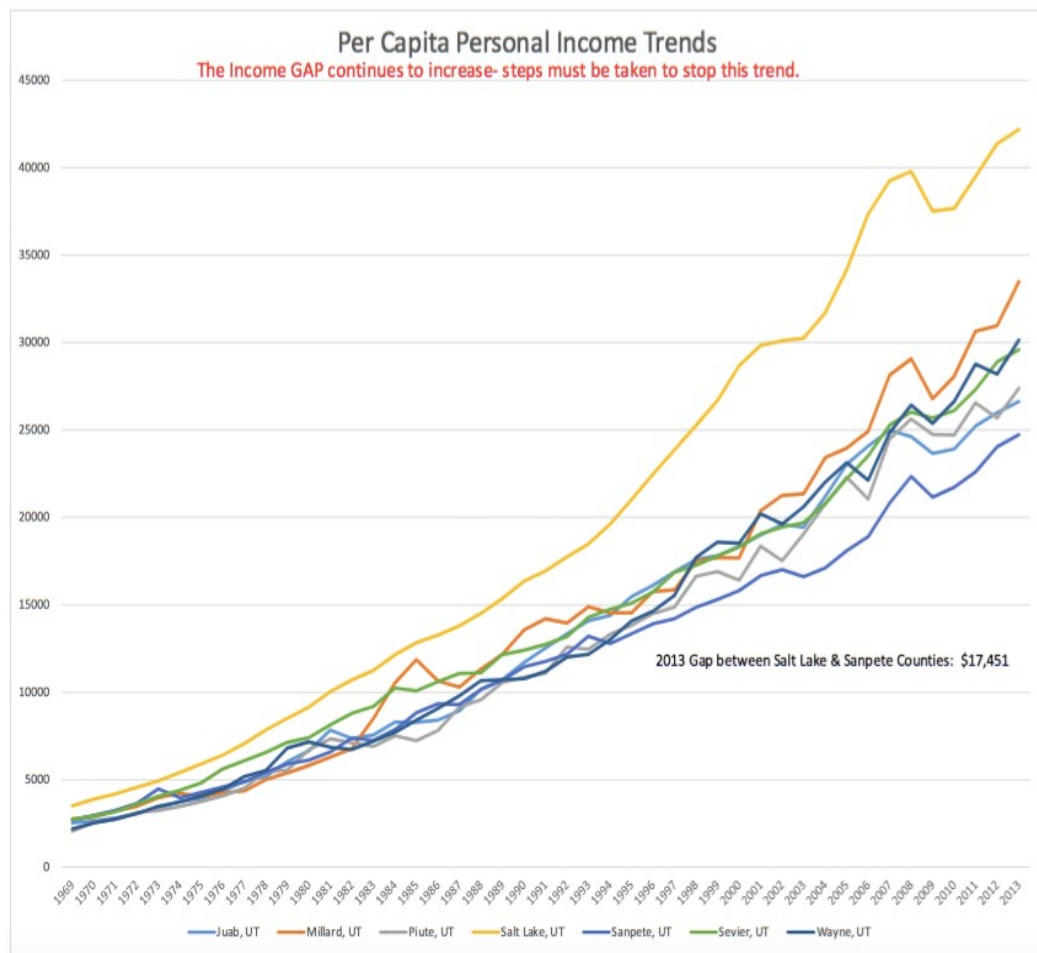


Bachelor's degree in a technology discipline. The current 16,000 computer science undergraduates per year doesn't come close to what is needed.

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 women<sup>3</sup>. 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



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Fiscal Year: 2018

Institution: Utah Valley University

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**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



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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.

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Prepared by: LM

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**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.