

**STATE BOARD OF REGENTS
SALT LAKE COMMUNITY COLLEGE, SALT LAKE CITY, UTAH
SOUTH CITY CAMPUS, 1575 S State Street
FRIDAY, MAY 19, 2017**

AGENDA

8:00 – 9:20 AM **BREAKFAST MEETING – STATE BOARD OF REGENTS, SALT LAKE COMMUNITY COLLEGE BOARD OF TRUSTEES, PRESIDENT HUFTALIN, COMMISSIONER BUHLER**
Location: 1-032 (Multipurpose Room East Side)

9:35 – 10:00 AM **DISCUSSION – Regents, Commissioner, Presidents**
(Topic:) Past and proposed future discussion topics
Location: 1-032 (Multipurpose Room East Side)

10:15 – 11:45 AM **MEETINGS OF BOARD COMMITTEES**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Regent Robert W. Prince, Chair

Location: 1-012 & 1-010

INFORMATION:

- | | |
|--|-------|
| 1. Institutional Completion Update – Salt Lake Community College | TAB A |
| 2. Utah Medical Education Council (UMEC) Update | TAB B |
| 3. Utah College Application Week 2016 Report | TAB C |

ACTION:

- | | |
|---|-------|
| 1. Dixie State University – Bachelor of Fine Arts in Studio Art | TAB D |
| 2. Dixie State University – Bachelor of Science in Information Systems & Analytics | TAB E |
| 3. Utah Valley University – Associate of Applied Science/Bachelor of Science in Respiratory Therapy | TAB F |
| 4. Salt Lake Community College – Associate of Applied Science in Hospitality Management | TAB G |
| 5. Salt Lake Community College – Associate of Applied Science in Respiratory Therapy | TAB H |

CONSENT:

Please see the General Consent Calendar at TAB W

FINANCE/FACILITIES COMMITTEE

Regent Robert S. Marquardt, Chair

Location: 1-008 & 1-006

DISCUSSION:

- | | |
|--|-------|
| 1. Capital Development Prioritization Process Review | TAB I |
|--|-------|

ACTION:

- | | |
|---|-------|
| 1. Salt Lake Community College – Campus Master Plan | TAB J |
| 2. Southern Utah University - Non-State Funded Sports Performance Center Project Approval | TAB K |
| 3. University of Utah –Series 2017 General Revenue Bond Issue | TAB L |
| 4. University of Utah – Non-State Funded Scoreboard Project Approval | TAB M |
| 5. University of Utah – Non-State Funded Energy Efficiency Project Approval | TAB N |
| 6. Dixie State University –Series 2017 General Revenue Bond Issue | TAB O |
| 7. Adoption of Policy R613, <i>Public Safety Officer Career Advancement Reimbursement</i> | TAB P |

- | | |
|---|-------|
| 8. USHE – Enrollment Forecasts | TAB Q |
| 9. USHE – 2017-18 Performance Funding Model and Allocations | TAB R |
| 10. USHE – Capital Development Prioritization (CDP) Cycle 2018-19 – Adoption of Priority Guidelines | TAB S |

INFORMATION:

- | | |
|---|-------|
| 1. Utah Valley University – Property Disposal | TAB T |
| 2. USHE – 2017-18 Institutions' Health Plan Changes | TAB U |
| 3. USHE – Capital Improvement Update for 2017-18 | TAB V |

11:45 – 12:45 PM

LUNCH

Location: Atrium

12:45 – 1:15 PM

STATE OF THE COLLEGE – PRESIDENT HUFTALIN

Location: 1-030 & 1-032 (Multipurpose Room)

1:15 – 2:15 PM

COMMITTEE OF THE WHOLE

Location: 1-030 & 1-032 (Multipurpose Room)

- | | |
|--|-------|
| 1. General Consent Calendar | TAB W |
| 2. Resolutions | |
| 3. Report from the Nomination Committee and Election of Vice Chair | |
| 4. Reports from Board Committees | |

2:15 – 2:30 PM

TRANSITIONAL BREAK

2:30 – 3:30 PM

EXECUTIVE SESSION

Location: 1-012 & 1-010

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

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Institutional Completion Update: Salt Lake Community College

Background

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

1. Establish 15 credits hours per semester/30 credits per academic year as the normal full-time course load for students;
2. Set plateau tuition levels with a focus on 12 to 15 credit hours per semester to help students maximize their tuition dollars and their time;
3. Create semester-by-semester degree program maps with specific, recommended courses each semester and make them available to current and potential students;
4. Encourage students to enroll in an appropriate mathematics course in their first year of college;
5. Explore the feasibility of implementing reverse transfer/stackable credentials.

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

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

Issue

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

Representatives from the host institution, Salt Lake Community College, will report on their initiatives to increase completion rates at the May 2017 Board of Regents meeting. They have been asked to highlight two areas:

- one of the five strategies outlined in the 2013 completion resolution for which they have gained momentum, and

- one institution-led area for which they are demonstrating impact in retention or completion.

Next Steps

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

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/JH

April 30, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Institutional Completion Update: Salt Lake Community College

Background

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Issue

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

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

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

Next Steps

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

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/JH

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Medical Education Council (UMEC) Update

Issue

The Utah Medical Education Council prepares an annual update for the Commissioner on the health care workforce supply and demand which will be presented to the Regents for their information and consideration.

Background

A number of programs presented to the Regents in the past year and at this meeting are designed to prepare health care providers in a variety of health care fields. Many of the programs developed are responding to acute needs in the service area of the institution presenting the proposal. In addition, the Regents recently established a Mental Health Work Group, chaired by Regent Patricia Jones and with Regent Jesselie Anderson as vice chair, to look into the concerns expressed by Utah System of Higher Education (USHE) institutions regarding mental health care needs and the supply of mental health workers to meet those needs. The issue of mental health care needs and responses at the USHE institutions was recognized in a resolution spearheaded by student Regent Ty Aller and supported by the USHE student body councils passed during the 2017 legislative session. It is pertinent to provide this update to the Regents so they can hear first-hand the UMEC analysis of mental health and other health care workforce needs in Utah from UMEC Executive Director, Richard Campbell.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents hear the report and participate in a dialogue about the UMEC data to understand better the health care workforce needs of Utah and inform decisions regarding health care worker preparation programs and to gain insight into the challenges of meeting student mental health care needs given workforce supply and demand.

David L. Buhler
Commissioner of Higher Education

DLB/EJH
Attachment

UMEC Update
December 2016

2016 Workforce Reports

RN Education

- 57% of faculty were over the age of 50.
- Full-time faculty salaries vary between a \$66k average for PhD prepared faculty and \$53k for DNP prepared faculty.

Physical Therapy Workforce

- The UMEC estimates that the current active PT workforce of 1,690 PTs provides a ratio of 56.0 active physical therapists per 100,000 population compared to 64.8 nationally.
- 52% of PTs practicing in the state graduated from one of Utah's PT programs.

Mental Health Workforce (Clinical Mental Health Counselors, Licensed Clinical Social Workers, Marriage and Family Therapists, and Psychologists)

- UMEC estimates that the current mental health workforce of 6,154 provides a ratio of 209 providers per 100,000 people compared to 311 nationally.
- The majority of the workforce (62.4%, 3,842) is female and the median income for the entire workforce is \$56,000.

Physician Workforce

- The State's primary care provider to 100,000 population is calculated at 68 and the national primary care provider to 100,000 population ratio is 91.
- Hispanics are grossly underrepresented in the state's physician workforce in comparison to their percentage share of the state's population. (1.6% vs. 13.5%)
- The single most common tie a physician practicing in Utah (54%) has to the state is having done a residency or fellowship in Utah. 48% of graduates from the University of Utah Medical School report a Utah address.

2017 Workforce Reports

- RN Education
- RN Demand Study
- APRN Workforce
- Dental Workforce

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah College Application Week

Background

Since 2013, the Commissioner's Office has been helping high schools across the state to organize Utah College Application Week during the month of November. The goal of Utah College Application Week (UCAW) is to provide every high school senior at partner schools the opportunity to complete at least one viable college or university application during the school day in a school computer lab or library. A special focus is placed on students who would be the first in their families to attend, low-income students, or students who may not have otherwise considered applying to college or university.

Issue

Sometimes, the process of sitting down to fill out a college application can be one of the most daunting steps toward enrolling in higher education, particularly for students who do not have parents familiar with the application process. To address the hesitation many students have with starting the application process, high schools that participate in Utah College Application Week agree to provide space in a computer lab and dedicate time during the school day for high school seniors to fill out and submit at least one college application. School personnel and volunteers stand by to assist students with questions. As part of Utah College Application Week participation, schools also agree to host college awareness activities for all their students, not just the seniors, including lunch-time activities, assemblies, announcements and school videos, posters and school-wide door decorating contests. They must also organize a Paying for College/FAFSA night and some kind of springtime celebration where seniors announce which college they have decided to attend. Participating schools also have students complete a survey about their college-going plans and their experiences with UCAW on behalf of the Commissioner's Office.

Outcome

The 2016 efforts behind Utah College Application Week were very successful; 117 schools participated, allowing 19,519 students to complete 25,365 college applications during the school day. Of those students, 90% said that Utah College Application Week helped them feel more comfortable with the college application process. Almost a third of the students identified as "first generation," which was defined here as meaning neither of their parents had attended college. The attached annual report includes more specific data.

There were several regional media and public kick off events associated with Utah College Application Week 2016. Weber State University President, Chuck Wight, shared his college experience with Ogden High School students. Salt Lake County Mayor, Ben McAdams, spoke to high school seniors at Cyprus High School. Utah Lt. Governor, Spencer Cox, and Commissioner, David Buhler, spoke to high school seniors at Kearns High School. Snow College President, Gary Carlston, and UVU's Vice-President, Kyle Reyes, spoke at Payson High School. Dixie State University President, Biff Williams, spoke at Desert Hills, Dixie, and Snow Canyon High Schools during their kick off assemblies and events. In addition, President Williams, USHE Assistant Commissioner, Julie Hartley, and USHE's Access Manager, Maria Martinez, also appeared on statewide television to tout Utah College Application Week, including a spot on Univision to reach out to Hispanic Students.

In support of these efforts, Governor, Gary Herbert, declared November 2017 "Utah College Application Month". November is also National College Application Month.

Commissioner's Recommendation

This is an information item only; no formal action by the Board is required. However, the Board is encouraged to read and take note of the information memorandum, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

David L. Buhler
Commissioner of Higher Education

DLB/JHM
Attachment



BACKGROUND:

The American College Application Campaign (ACAC) is a national initiative of the American Council on Education (ACE) to increase the number of first-generation and low-income students who pursue a postsecondary education. The purpose of the initiative is to help high school seniors navigate the college admission process and ensure each participating student submits a viable application during the school day in November with support from counselors, teachers, access groups, college and university representatives, or other volunteers. Additional activities and programming surround FAFSA Completion and celebrating a student's decision to attend college at College Signing/College Decision Day in May.

In addition to the goal of providing every high school senior in partner schools the opportunity to complete at least one application, Utah College Application Week (UCAW) has a particular focus on students who will be the first in their families to attend, low-income students, or students who may not have otherwise considered applying to college. This program is low cost for schools although success is reliant on school buy-in, and the ability for the site coordinator to dedicate the hours required for planning and implementation.

2013 PILOT:

Utah piloted college application week with eight high schools in three districts. Over 2,300 students participated submitting over 1,500 college applications. Students reported UCAW increased their interest in going to college by 87%; 55% identified as first-generation college students.

2014 + 2015 EXPANSION:

Utah College Application Week saw enormous growth in both 2014 & 2015 increasing from eight to 49 schools, to 85 school and community sites throughout the state in 2015. With the 2014 campaign UCAW expanded to two weeks with 12,822 college applications submitted while the 2015 campaign saw 21,476 applications submitted.

2016 EXPANSION:

Utah College Application Week continued to grow in 2016 and with 117 partner schools and community sites on board, the campaign expanded to the entire month of November allowing schools to choose their week to host their events. See page 2 for a detailed overview of the 2016 campaign.

117 school & community sites, in **32** school districts

19,519 students participated; submitting **25,365** applications

84% or more said that participating in UCAW:

- Increased their comfort level with the college application process (90%)
- Increased their likeliness to ask for help with college applications (84%)
- Increased their interest in going to college after high school graduation (86%)

82% know the importance of applying for federal financial aid

79% are planning to complete and submit the FAFSA

28% identified as first-generation college students

(specified as neither parent/guardian attending college)

WHERE DID STUDENTS APPLY?

98.8% applied to a Utah institution

87% of in-state applications
were submitted to a USHE institution

13%
private
or other

73% of in-state applications
were submitted to a 4-year institution

27%
2-year institution

For additional information, or to participate, contact:
Maria Martinez, mmartinez@ushe.edu, 801-366-8454

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Fine Arts in Studio Art

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Fine Arts (BFA) in Studio Art effective in fall 2017. The institutional Board of Trustees approved the degree on January 27, 2017.

Background

DSU currently offers Bachelor of Arts (BA) and Bachelor of Science (BS) degrees in art, with emphases available in 3D/sculpture/ceramics, art education, graphic design, painting/drawing, and photography/digital imaging. The proposed BFA in Studio Art would not have emphases, but instead would allow students to pursue study in multiple media or focus on a single medium. The proposed degree would include initial courses in 2D design, 3D design, drawing, and art history, followed by a lower-division core in computer design, drawing, painting, sculpture, photography, and ceramics, to provide sufficient foundation and breadth; subsequent upper-division courses would allow for further study across multiple areas or more focused study in a single area, depending on a student's interests and goals. The proposed BFA is a professional degree developed to meet the standards of the National Association of Art and Design (NASAD) and position DSU art graduates to compete more effectively for career opportunities. NASAD accreditation would be sought within five years of BFA implementation.

There are currently more than 220 visual art majors at DSU, and many have expressed a preference for earning a BFA over a BA or BS. In some instances, DSU art students have left to pursue a BFA elsewhere, so the proposed BFA is seen as important for student retention, as well as a next step in the institution's development as a regional university. DSU has offered upper-division art courses since 2005, and the art program has expanded steadily over the years. Faculty, staff, courses, facilities, and library and information resources are largely in place at DSU to implement the proposed degree, and there is a plan to hire additional faculty in the first five years, if warranted by enrollment growth.

Policy Issues

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

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Dixie State University to offer a Bachelor of Fine Arts in Studio Art.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Dixie State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Fine Arts in Studio Art effective Fall 2017. This program was approved by the institutional Board of Trustees on January 27, 2017.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

A growing number of in-demand jobs with strong potential for advancement require creative visual arts skills. The rise of the Internet, the dominance of advertising, and the omnipresence of a diverse array of media offer a wealth of work opportunities for those with a baccalaureate degree in Art. DSU can better prepare its students to compete in the job market by offering a BFA degree in Art. As a "core and foundational" area of other USHE institutions, DSU is now ready to bolster its offerings and value to the region and state with a BFA degree in this discipline. The DSU Art faculty have been teaching upper-division classes since 2005 and have seen enrollment in Art classes increase significantly with the introduction of the Art Emphasis in the BA/BS degree. It is now appropriate for DSU to begin offering a Bachelor of Fine Arts (BFA) degree.

All of the BFA degrees in Utah offer an emphasis within the BFA. Students pursuing a BFA must select and complete an emphasis. Although emphases differ by institution, most BFA's offer Photography, Painting/Drawing, Sculpture, and Graphic Design as options, allowing students to focus on and "specialize" in a single medium. Sometimes the student has options to take other media type classes, but they are very limited. The BFA at Dixie State University will not have an emphasis. It will be a Studio BFA, giving students the option to study multiple media or focus on a single medium. DSU students will be able to take courses in Photography, Design, Painting, Sculpture, and Ceramics giving them a broad understanding of various media, or, if they are only interested in one medium, they can take the courses necessary to understand it in greater depth. This programmatic feature would allow program majors to design and pursue customized coursework plans to support their postgraduate and professional goals.

The core of the BFA will require students to obtain a broad base of art and design skills consistent with the core offerings of other USHE institutions. Every student will have to take 2D design, 3D design, drawing, first-year experience, and two art history courses as a foundation. After being accepted into the BFA degree, students will have to take lower-division core classes in computer design, drawing, painting, sculpture, photography, ceramics, and other introductory courses to gain a solid basis and breadth in the creative arts. After taking their foundation and core classes, students will have the choice to become acquainted with all upper-division media forms or focus in one area of study. The new degree will prepare students to compete more effectively for opportunities in art and design, and develop a number of transferable skills that can be applied in multiple settings. The requirements for the new Art degree are consistent with the guidelines and requirements set forth by the National Association of Schools of Art and Design (NASAD) in the 2015-2016 handbook.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policy312/.

There is evidence of significant demand for the new degree, gathered by survey from students already enrolled at DSU and anecdotally from the larger St. George and Washington areas. St. George has a vibrant visual arts community, and a BFA degree would recognize and support local artistic activities. According to DSU's mission statement, "Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources." DSU has identified Art as a foundation of culture in its community by recognizing the role of Art in General Education and observing that all institutions in the region and of comparable size already offer a BFA. A BFA will help DSU better fulfill its mission and meet the needs of students and the community by adding a new program. Employers have stated that they want employees with more creativity and a broader range of art and graphic design skills, experience, and training. This general BFA degree will

allow students to develop creativity and skills and gain marketable training and experience by allowing them to take courses to prepare for particular postgraduate opportunities, making them either more immediately employable or better positioned to successfully compete for graduate school opportunities. The fact that the new degree program can be initiated without requiring significant additional funding or resources makes it consistent with the need to achieve results while working within a strict budget.

Section III: Needs Assessment

Program Rationale

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

Currently every BFA degree in the state has a specific focus or emphasis. DSU seeks to meet an as yet unmet need for a general BFA degree to make its graduates competitive both in Utah and nationally. By doing so, the new degree would allow DSU to stop losing BFA-seeking students to other schools, finally allowing DSU to meet a known need. The program would also benefit USHE by creating an option for Utah students that is currently unavailable elsewhere. Most Utah students stay in the state when transferring to a different institution due to the high cost of obtaining a degree at an out-of-state school, so the BFA would increase DSU's regional value while also increasing USHE's ability to retain students. Because out-of-state tuition is below or equal to that of surrounding schools, adding a BFA degree to DSU's offerings would also allow it not only to attract and successfully compete for exceptional first-year and transfer students that might otherwise attend schools in Arizona, California, or Nevada, but also more effectively retain students seeking to prepare for particular postgraduate opportunities.

A new BFA Art degree will also provide the necessary skills for graduates to be self-employed as artists and graphic designers. If graduating students wish to stay in Washington County, they can do so, or more effectively compete for positions in regional and national job markets. It is projected that Artistic jobs will increase by 3% within the next 10 years. A general art BFA would provide the skills necessary to increase creativity and enhance key skill sets, making graduates more marketable.

Labor Market Demand

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

The median pay for a self employed fine artist is \$45,080/yr [1]. Most artists enter the field because they love creating and not for the sole purpose of earning money. Employment opportunities for Graphic Designers are projected to increase to 1% over the next 10 years and have a median income of \$46,900 [2]. Media artists and Animators earn a median income of \$61,000 and have a projected increase of 6% over the next 10 years [3].

[1]<http://www.bls.gov/ooh/arts-and-design/craft-and-fine-artists.htm>

[2]<http://www.bls.gov/ooh/arts-and-design/graphic-designers.htm>

[3]<http://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm>

Student Demand

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

Currently, DSU serves over 220 Visual Art majors. DSU surveyed its Art students, and 150 responded: 37% (55 students) stated that they would transfer or consider transferring to a different school to earn a BFA; 59% (88 students) expressed a preference for a BFA degree over a BA/BS. DSU surveyed 20 students that left DSU or transferred to other institutions, and 12 stated that they left or are leaving because DSU does not offer a BFA in Art. Currently, DSU is losing about 10% (20 students) of its Art students per year because it does not offer a BFA or a BFA of their choosing. Adding this degree to DSU's offerings will both increase retention and allow the Art Department to grow in a manner consistent with the school's transition from an area community college to a regional university.

Similar Programs

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

No other USHE institution offers a general BFA in Studio Art. All other institutions offer a specific emphasis within their BFA. DSU surveyed other NASAD-accredited institutions of similar in size outside of the state and identified Shippensburg University in Pennsylvania, Valdosta State University in Georgia, and Stephen F. Austin State University in Texas as comparable to help determine what a general BFA in Studio Art would look like and how to develop one that would achieve NASAD accreditation. DSU is unaware of any universities within a 500-mile radius that currently offer a general BFA in Studio Art. Because no other institutions can provide a competing BFA in the western region, adding this major would allow DSU to draw more non-resident students to a USHE institution by offering something not otherwise available. Most BFA programs have an emphasis, but DSU's proposed degree would not. This programmatic feature would allow program majors to design and pursue customized coursework plans to support their postgraduate and professional goals.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.gov/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Currently, students wishing to obtain a BFA degree must either leave DSU or settle for a BA/BS. College-bound students from Washington and Kane Counties traditionally attend DSU. A significant majority of DSU's students, about 70%, are Washington County residents. Unfortunately, some must forego their desired degree, because they are tied to the local area. DSU is prepared to meet the educational needs of students with a need to be educated locally. Adding this major to DSU's programs will help USHE meet the goals of its HigherEdUtah2020 Master Plan, which includes a goal of 66% of Utahans aged 24-64 achieving an associate degree or higher by the year 2020 [1].

Adding this major to DSU's offering might result in a slight decrease (20 students per year) in enrollment in other USHE BFA degree programs, since roughly that number of students will prefer to stay at DSU to earn their degrees. However, the new BFA could also attract additional students rooted in the region that might not have enrolled if no BFA in Art were available. If so, the result of the program could well be a modest total increase in USHE's Art enrollments. In addition, since DSU would need to add digital art classes to its curriculum to meet market demand for breadth of training, DSU would also be helping to meet the University of Utah's need for more and better qualified students to enter its Master's program in Entertainment Arts & Engineering.

[1]<http://www.higheredutah2020.org/>

External Review and Accreditation

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

DSU spoke with Associate Dean Michael T. Schmidt at Valdosta State University (accredited by NASAD last year with a general BFA) about what requirements and reviews they worked on to receive accreditation. DSU plans to pursue NASAD accreditation within five years of the BFA degree implementation. This time line will give DSU ample time to make any necessary adjustments in faculty work load, classroom size, and degree requirements. The cost to be assessed by NASAD would be around \$10,000. This assessment and evaluation would be done five years after the implementation of a BFA.

Section IV: Program Details

Graduation Standards and Number of Credits

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

Students must complete 120 credits in order to graduate with a Bachelor of Fine Arts degree, which is within the 126-credit limit for a BFA degree, as determined by the Regents as stated in R401-3.12.5.1. The BFA requires 40 upper-division credits within the 120 required, and all students must complete at least 30 semester hours of upper-division credit from DSU for institutional residency.

Admission Requirements

List admission requirements specific to the proposed program.

The Art faculty will conduct a portfolio and grade review for each student wishing to enroll in the BFA degree. In order to be eligible for the review, students must complete ART 1001, ART 1110, ART 1120, and ART 1130. Assignments from these classes will make up the portfolio. In order to pass the review and be admitted to the program, each portfolio must demonstrate significant progress and personal investment in a range of artistic areas. The program's academic advisor will prepare students for the review. Students must maintain an overall GPA of 2.0 and earn at least a B- in all core art classes in order to be eligible to proceed. Once students have satisfied these requirements, they can apply for the BFA program. The requirements for the review and admission to the program will be presented to students during the First-Year Experience class (Art 1001), continual contact with the advisor and faculty, and in the DSU Catalog.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

The new program would further enhance undergraduate and lower-division education as a key component in the growth of the DSU Art Department, which has been ongoing. DSU was first granted baccalaureate degrees in 1999 and now has over a decade of experience with these programs. The Art faculty started teaching upper-division classes in 2005. In 2008, DSU started offering Integrated Studies baccalaureate degrees, including Integrated Studies with an Emphasis in Art. In 2012, DSU offered BA/BS degrees in Art with an emphasis in 3D/Ceramics/Sculpture, Art Education, Graphic Design, Painting/Drawing, and Photography/Digital Imaging. As an institution, DSU has matured in a number of significant ways, namely by only hiring full-time faculty with terminal degrees, developing and expanding student services and library resources, and seeking and securing funds for new facilities. DSU is committed to supporting the new Art degrees by expanding teaching facilities. The Art Department currently occupies half of the North Plaza Building, and in Fall 2015 the program expanded to new parts of the building. As a result, the Art Department will have a dedicated drawing and photography studio lab. No funding will be necessary at the inception of the BFA degree, but if demand increases in relation to the projected growth additional classrooms will be needed.

Faculty

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

Currently 20% of DSU Art faculty are full time. Two new courses will need to be offered to accommodate a BFA, but as a whole little, faculty movement will need to be implemented to cover these offerings. No full-time faculty hires will be needed to

implement the program. Adjuncts will teach additional foundation courses, and the hiring of two additional full-time faculty within the next five years would be sufficient to accommodate projected enrollment growth and cover the new courses needed for the BFA degree. If enrollment falls short of expectations, no full-time hires would be needed.

Staff

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

Currently, the Art Department has part-time secretarial support shared with the Interdisciplinary Arts and Sciences Department. If projected growth occurs, a full-time hire would need to cover the clerical and administrative tasks necessary to support a department with so many majors. The secretary would also facilitate better communication between full-time faculty, part-time faculty, adjuncts, and students. The Art program will continue to employ student assistants as part-time staff members to maintain the photography lab and to load, unload, and operate the kilns. This position would not involve any teaching.

Student Advisement

Describe how students in the proposed program will be advised.

Currently DSU has a full-time Art Advisor. This person will guide students through the post-freshman review, BFA admission requirements, degree requirements, and course selection. Faculty will help with advisement in coursework and professional career direction once students are in the BFA program and as they make decisions about applying. The advisor will also continue to help students with the current BA/BS degrees.

Library and Information Resources

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

DSU's Holland Library holds adequate book resources for the current art program, though the book collection will need to continue to expand to fully support the degree curriculum. Currently, a portion of the library's annual budget is dedicated to purchasing Art materials (\$3,600), and one-time funding has been used in previous years to supplement that up to \$10,000. In addition, the library subscribes to several annual publications that support various portions of the Art curriculum. This amount is insufficient to expand the book collection, ensure continuing access to database subscriptions, and subscribe to new databases.

The Art Department's educational and professional activities also require the use of field-specific online databases. The library currently subscribes to a number of excellent online resources, including ARTstor, JSTOR, Oxford Art Online, and Oxford Reference Online-Premium. The pricing for some of these essential databases (e.g., Oxford Art Online) is not fixed but depends on a university's FTE enrollment. As the college grows, the price increases. To create and maintain the collection necessary to support the curriculum, the library needs an annual allocation of \$5,000 for monographs (books, videos, ebooks, periodicals, and standing orders). This sum is included in the budget. If the BFA degree shows growth according to projections the proposed budget should provide \$10,000 per year to ensure that the library is able to continue database subscriptions and occasionally subscribe to new ones as the program expands. Total new library funding to support the Art degrees is \$15,000.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

DSU's Art Department is committed to enriching the lives of its students by instilling an appreciation and enjoyment of the visual arts and to providing students a strong foundational art curriculum that focuses on art application, conceptualization, and theory and that helps students develop skills in design, drawing, painting, photography, graphics, and in work with three-dimensional form.

The Art faculty spent the 2014-15 academic year mapping the curriculum. This has happened in several areas, including identifying the objectives for each course and their corresponding assessments. The Art faculty has collected, and will continue to collect, a body of student work representing A-grade, B-grade, and C-grade work for each class, with the intent of norming grade expectations across courses. In terms of the overall program, the introduction and development of particular skills have been mapped across courses. The Art faculty are in the process of clarifying, codifying, and making consistent the requirements and expectations of 1000-level and 2000-level courses, which are largely taught by adjuncts, in an effort to improve learning outcomes, achievement standards, and overall rigor.

The Art faculty have and will use the following methods of assessment to ensure that these outcomes are being met:

1. Monitoring enrollment, retention, GPA, and progress toward degree
2. Yearly assessment of collected student work
3. Post-sophomore portfolio reviews
4. Junior portfolio reviews
5. Assessments of Senior Exhibitions
6. Graduation exit surveys
7. Data collection on acceptance to graduate programs and post-graduation job placement
8. Periodic meetings with individual students and groups of students to determine satisfaction and hear student concerns

A Junior Portfolio Review will be required for the BFA before students enroll in ART 4900 BFA Exhibition. Depending on the results of the reviews, students may be required to present additional works and/or engage in additional research or coursework before being allowed to enroll in ART 4900 BFA Exhibition. Portfolios will be submitted in combination with a text submission followed by a presentation.

The print portion should contain:

- a two-page self-assessment of the student's work and progress in the major
- list of classes taken in art history, studio art, and any related fields that have contributed to the student's understanding and practice of art
- a one-page explanation of the concept, scope, media, and research process for the proposed Senior Exhibition

The PowerPoint presentation should contain high-quality images of at least 10 works demonstrating evidence of the student's individual development through examples of the student's work in art at all levels. The presentation:

- should include works clearly labeled with medium/support, date of creation, and size.
- may include detail photos in addition, but a minimum of 10 separate works must be presented.
- should include at least one piece that represents the major theme (either in concept or execution) of the intended senior exhibition.

During their presentation to the department faculty (which may include selected outside reviewers), students will be expected to explain the research processes they used in creating these works. Department faculty will offer written critiques of student work and development, and suggestions for areas for improvement and/or further study leading up to the BFA Exhibition. The written critique will be returned to the student not later than the end of the twelfth week of the semester to allow student ample time to enroll in suggested courses during the next semester.

Student Standards of Performance

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

All students who have been accepted into the BFA will be required to undergo a Junior review before enrolling in ART 4900 BFA Exhibition. The department will review the portfolio and transcript of each major and make recommendations as to needed improvements and/or work required before the senior project. This process will afford students the benefit of receiving needed guidance while also providing the department faculty with oversight of student progress. DSU will be using NASAD Bachelor of

Fine Arts in Art Essential Competencies, Experiences, and Opportunities as our guide for graduating students (NASAD Handbook 2015-16 pg 106), which places emphases on:

- a. Understanding of basic design principles, concepts, media, and formats in the various fine arts disciplines. Development of this sensitivity continues throughout the degree program.
- b. Ability to apply principles of design and color and competency in drawing to work in specific fine arts specializations.
- c. The ability to conceive, design, and create works in one or more specific fine arts fields.
- d. Working knowledge of various aesthetic issues, processes, and media and their relationship to the conceptualization, development, and completion of works of art.
- e. Understanding of the similarities, differences, and relationships among the various fine arts areas.
- f. Experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
- g. Opportunities to develop an area of emphasis in at least one fine arts area

These standards were chosen because of the rigorous training and experience students need to earn a BFA. Assessment occurs before being accepted into the BFA, their Junior year of review before their Senior year of school, and then post Senior year to determine if students have met all BFA program standards. This approach provides three major and personal assessment times throughout students' DSU experience. If students are not showing competency then additional courses may be repeated or taken until the student reaches the standard of education.

Formative Assessment: Every studio class involves this type of assessment. Group and teacher critiques along with grading of assignments provide a consistent and formal assessment to help students learn and understand their strengths and weaknesses. Because of the diversity of classes required for the degree, students will experience various forms of critiquing and assessment from various professors on an individualized basis. Once in the BFA, students will receive additional critiques of their work as part of the program's applications process.

Summative assessment (see Program Assessment for a description): In summary, students will have to create and offer formal Power Point presentations, a written assessment of their work, and art show to summarize their experience and artistic growth at DSU.

Appendix A: Program Curriculum

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

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

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			42
Required Courses			
ART 1001		Art First Year Experience	1
ART 1110		Drawing and Composition	3
ART 1120		2D Design	3
ART 1130		3D Design	3
ARTH 2710		Art History 1	3
ARTH 2720		Art History 2	3
ART 2060 or 1056		Digital Photo or Intro to Photo	3
ART 2000	×	Digital Art	3
ART 2110		Intermediate Drawing	3
ART 2190		Intro to Sculpture	3
ART 2210		Intro to Oil	3
ART 2570		Intro to Ceramics	3
ART 4900R	×	BFA Exhibition	2
ARTH 3-4xxx		Take any two Upper-Division Art History Classes	6
Required Course Credit Hour Sub-Total			42
Elective Courses			
ART 3xxx & 4xxx		Choose 36 credits of upper division (ART 3000-4999)	36
Elective Credit Hour Sub-Total			36

Course Number	NEW Course	Course Title	Credit Hours
Core Curriculum Credit Hour Sub-Total			120

Program Curriculum Narrative

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

The first group of courses are BFA foundation classes. Students must take these courses and pass with a B- or higher before being able to apply into the BFA degree. The second group of required courses are required core classes within the BFA. All are lower division to help students gain a solid foundation before going into more advanced course work. All courses with an "R" at the end of the number are available for repeat one additional time. According to NASAD accreditation requirements, 65% or more of a professional degree needs to be art related. With 42 credits being GE and 78 credits being art, our proposed program meets the required percentage needed for BFA degree accreditation.

Students can choose between ART 1050 (film) and ART 2060 (digital photography) within the required courses.

ART 4900R is a 1-credit class that the student must take their last year of school to prepare a portfolio of work for a show. This class will be taken each semester (1 credit fall semester, 1 credit spring semester).

ARTH 3-4xxx represents any of DSU's 7 upper-division art history classes. Each class is 3 credits, and students taking a total of 12 credits of Art History fulfill the NASAD's BFA requirement standard.

ART 3xxx and 4xxx represent any upper-division art class. Students need to select 36 upper-division elective credits.

Summary:

42 credits are GE

42 credits are required (8 of those credits are upper division)

36 credits are upper-division electives

120 total credits (44 upper division, 76 lower division)

Listed are the available classes a student can take for their ART 3xxx and ART 4xxx:

ART 3030 Intermediate Photography 3
 ART 3040 Intermediate Digital Photography 3
 ART 3050 Advanced Photography 3
 ART 3060 Digital Commercial Studio Photography 3
 ART 3070 Advanced Photography II: Digital 3
 ART 3110 Creative Perspective Drawing 3
 ART 3130 3-D Design II 3
 ART 3190 Intermediate Sculpture 3
 ART 3200 Contemporary Painting I 3
 ART 3210 Head & Figure Painting 3
 ART 3250 Intermediate Watercolor 3
 ART 3300R Graphic Design Problems 3
 ART 3410 Life Drawing 3
 ART 3420R Portrait Drawing 3
 ART 3430R Assemblage Sculpture 3

ART 3440 Artist Materials and Methods 3
ART 3450R Anatomy for the Artist 3
ART 3570 Intermediate Ceramics 3
ART 3600 Installation Art I 3
ART 3610 3-D Visualization 3
ART 3650 3-D Animation 3
ART 3710 Advanced Typography 3
ART 3780 Prepress and Print Production 3
ART 3800 Business of Art 3
ART 3910R Digital Painting 3
ART 4000R Ceramic Technology 3
ART 4110R Expressive Drawing 3
ART 4190R Advanced Sculpture 1 3
ART 4200R Contemporary Painting II 3
ART 4210R Advanced Head & Figure Painting 3
ART 4220R Advanced Painting, Landscape 3
ART 4250R Advanced Watercolor 3
ART 4410R Advanced Life Drawing 3
ART 4570R Advanced Ceramics 1 3
ART 4600R Installation Art II 1 3
ART 4650 Publication Design 3
ART 4700 Photographic Alternative Process 3
ART 4750 Package Design 3
ART 4950R Art Internship 1-3

Below are the lists of available ARTH 3xxx and ARTH 4xxx classes available:

ARTH 3030 Medieval Art 3
ARTH 3050 Renaissance Art 3
ARTH 3080 Nineteenth Century Art 3
ARTH 3090 Twentieth Century Art 3
ARTH 3700 History/Theory of Photography 3
ARTH 3750 Graphic Design History 3
ARTH 4200 Ceramic History & Contemporary Trends 3

Degree Map

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

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ART 1001 FYE: Art and Design	1	CIS 1200 Computer Literacy	3
ART 1110 Drawing and Composition	3	Math 103-40 GE Math	4
ART 1130 3D Design	3	ART 1120 2D Design	3
ENGL 1010 Intro to Writing	3	ENGL 2010 Interm Writing	3
LIB 1010 Information Literacy	1	ARTH 2720 Art History 2	3
ARTH 2710 Art History 1	3		
Total	14	Total	16
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
General ED Life Science	3	General Ed Physical Science	3
General ED American Institutions	3	General Ed Physical Science Lab	1
ART 2060 Digital Photography	3	ART 2210 Intro to Oil Paint	3
ART 2110 Intermediate Drawing	3	ART 2570 Intro to Ceramics	3
ART 2190 Intro to Sculpture	3	ART 2000 Digital Art	3
		ARTH 3xxx upper-division art history	3
Total	15	Total	16
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
General Ed Fine Art	3	General Ed Social/Behavioral Science	3
General Ed Literature/Humanities	3	General Ed Exploration	3
ART 3xxx any upper-division art	3	ART 3xxx any upper-division art	3
ART 3xxx any upper-division art	3	ART 3xxx any upper-division art	3
ARTH 3xxx upper-division art history	3	ART 3xxx any upper-division art	3
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
GE GLOCUP	3	GE GLOCUP	3
ART 4xxx any upper-division art	3	ART 4xxx any upper-division art	3
ART 4xxx any upper-division art	3	ART 4xxx any upper-division art	3
ART 4xxx any upper-division art	3	ART 4xxx any upper-division art	3

ART 4900R BFA Exhibition	1	ART 4900R BFA Exhibition	1
ART 3xxx any upper-division art	3		
Total	16	Total	13

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate				
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters	3	3	0	
Faculty: Part Time with Masters			10	
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate			14	
Teaching / Graduate Assistants				
Staff: Full Time				
Staff: Part Time			1	

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Delwin	Parson	T	MFA	Brigham Young University	10	
	Glen	Blakley	T	MFA	Brigham Young University	10	
	Dennis	Martinez	T	MFA	University of Colorado at Boulder	10	
	M. Shane	Christensen	TT	MFA	Edinboro University of Pennsylvania	10	
	Nancy	Ross	TT	PhD	University of Cambridge	10	
	Alex	Chamberlain	TT	MFA	Full Sail University	10	
Part Time Faculty							
	D. McGarren	Flack	other	MFA	University of Utah	5	adjunct
	Rob	Wilson	other	MFA	Academy of Art University- San Francisco	0	adjunct
	Michelle	Kurtz	other	MFA	University of Utah	5	adjunct
	Shazad	Sheikh	other	MFA	University of Punjabi	5	adjunct
	Jeff	Layne	other	MEd	Brigham Young University	5	adjunct
	Abraham	McCowan	other	MFA	Utah State University	5	adjunct
	Heath	Papa	other	MFA	Edinboro University of Pennsylvania	5	adjunct
	Jamie	Robertson	other	MFA	New York Figurative Academe of Art	5	adjunct
	Steven	Stradley	other	MFA	University of Michigan	5	adjunct
	Morgan	Clements	other	MFA	Academy of Art University -San Francisco	5	adjunct

Part III: New Faculty / Staff Projections for Proposed Program

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters		1		MFA in studio art	10
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time			1	Secretary	10
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	220	240	242	244	246	248
# of Majors in Proposed Program(s)	////	120	130	140	150	160
# of Graduates from Department	25	30	32	34	36	38
# Graduates in New Program(s)	////	0	20	24	26	28
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$0	\$0	\$80,000	\$80,000		
Operating Expenses (equipment, travel, resources)	\$0	\$0	\$0	\$0		
Other:	\$0	\$0	\$0	\$0		
TOTAL PROGRAM EXPENSES	////	\$0	\$80,000	\$80,000		
TOTAL EXPENSES	\$0	\$0	\$80,000	\$80,000		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation			\$80,000	\$80,000		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$0	\$80,000	\$80,000		
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$80,000	\$80,000		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Currently the Art Department has a large enough facility and faculty willing to increase efforts in order to obtain a BFA for its students. Obtaining the degree would require an addition of two classes to the curriculum. Initially, the Art Department would not need any additional funds to implement the BFA degree. Another FT tenure-track MFA faculty member would need to be hired by Y2 to add breadth and depth to the program. If growth continues at the projected rate, a second FT tenure-track faculty member would be required by Y5. A starting average salary for this position would be ~\$50,000 and ~\$30,000 for benefits. Within the first five years, additional space and funds will also need to be designated for a computer lab in the North Plaza building to accommodate a digital art track along with additional library funding of \$15,000 and \$10,000 for NASAD accreditation. Y1 = \$0, Y2 = \$80k, Y3 = 80k, Y4 = 80k, Y5 = 185k Total: \$425K

Part III: Describe funding sources

Revenue Narrative 1

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

DSU is projected to grow 3% per year, and after evaluating growth in the art program since its inception three years ago, the program expects to see a 5-10% increase each year. In fall 2012, DSU Art had 50 students. In 2013, that number increased to 150, followed by 200 students in fall 2014 and 220 in fall 2015. With the addition of a BFA, DSU expects to see an addition/retention of 20 students the first year.

- Y1. 20, \$273,560
- Y2. 22, \$300,916
- Y3. 24, \$328,272
- Y4. 26, \$355,628
- Y5. 28, \$382,984

= \$1,641,360 Revenues

= Simple ROI = 5.05

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

DSU will be applying for technology grants after receiving a BFA degree to support teaching additional Digital Art/Animation classes. With grants available with STEM, DSU will also pursue additional funding through grants and private donors.

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Science in Information Systems & Analytics

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Science in Information Systems & Analytics effective Fall Semester, 2017. The proposed program was approved by the institutional Board of Trustees January 27, 2017.

Background

As DSU's service region continues to grow in population and as businesses expand in the area, the need for individuals prepared in a variety of occupations increases. The state of Utah has seen significant job growth within computer and computer-related occupations.

This proposed program blends two disciplines, information systems and analytics, into a single program designed to provide businesses and organizations with people who can use information resources and analyze data to inform strategic planning and decision-making, thus enabling competitive advantage in a complex marketplace.

Graduates from the proposed program will have skills in business administration, operations, analysis, leadership, and project management. While there are some discrete courses in the program that focus entirely on analytic tools, DSU faculty have integrated analytics throughout the program's required courses.

There is a wide range of careers available to graduates in information systems and analytics. The following table is derived from information provided by the Utah Department of Workforce Services (DWS) Economic Data Viewer and represents a sampling of occupational categories related to the proposed program.

SOC Code	Occupational Category	Median Wage- Utah	Average Annual Job Openings- Utah	Median Wage- St. George	Average Annual Job Openings- St. George
13-1161	Market Research Analysts and Marketing Specialists	\$53,120	350	\$39,130	10
15-1122	Information Security Analysts	\$74,660	20	Not available	Not available

15-2031	Operations Research Analysts	\$69,360	50	Not available	Not available
15-1121	Computer Systems Analysts	\$70,610	240	\$71,680	Not available
13-1111	Management Analysts	\$70,850	380	\$44,300	10

While the DWS data showed a healthy job market within these occupational categories, especially at the state level, information from the Burning Glass Labor Insight tool showed more robust labor market demand, identifying 5,970 job postings in Utah from March, 2016 through February, 2017. Burning Glass data showed that mean advertised annual salary ranged from \$59,290 for Market Research Analysts and Marketing Specialists to \$78,260 for Information Security Analysts. A bachelor degree was required for most of these positions. Burning Glass data for the St. George Metropolitan Statistical Area showed considerably fewer job postings, 74, over the same period. While that number may seem low compared to the overall state number, it would appear there is a sufficient labor market in the local area to justify the program. Dixie State University anticipates approximately 20 annual program graduates in years 4 and 5 following program implementation.

Policy Issues

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

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Bachelor of Science in Information Systems & Analytics.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Dixie State University requests approval to offer the following Baccalaureate degree(s): BS in Information Systems & Analytics effective Fall 2017. This program was approved by the institutional Board of Trustees on 01/27/2017.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

Information Systems (IS) is the design and management of Information Technology (IT) for an organization. It focuses on the best way to enable the organization to meet its goals and business challenges. IS students focus on developing skills to manage the technical direction of business, solve technological issues, and implement new technological advances to enrich business operations.

Business Analytics (BA) utilizes statistical and operations analytical tools to derive actionable insights from large amounts of data. These analytical tools can be used to formulate predictive models, apply optimization techniques and communicate these results to customers, business partners, governmental agencies, and executives.

The Dixie State University (DSU) Udvar-Hazy School of Business (UHSB) proposes to develop and offer a baccalaureate degree program, Information Systems and Analytics (IS&A), focusing on these two key and closely related disciplines.

Consistency with Institutional Mission

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

The IS&A baccalaureate will further enhance DSU's ability to meet the educational goals of its students and to fulfill the obligation mandated in the DSU mission to offer baccalaureate programs in core or foundational areas consistent with four-year colleges. IS is the design and management of IT for an organization, while business analytics utilizes statistical and operations analytical tools to derive actionable insights from large amounts of data created from the deployment of IT.

Careers in Information Technology and Analytics are available in a wide range of economic sectors (i.e. healthcare, retail, public sector, education, etc.) Each of these sectors are well represented within the region served by DSU. Offering and equipping students with an IS&A Degree will provide additional economic growth potential and employment opportunities for DSU graduates. It will also prepare students to enter graduate schools in Information Systems, Business Analytics, Business or technology-related disciplines.

Section III: Needs Assessment

Program Rationale

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

As Washington County and DSU's region grows, it is in the interest of DSU and the surrounding area that this program be offered, so as to provide skilled workers for a growing workforce demand. There is a broad spectrum of excellent opportunities for an IS&A major. Businesses and organizations, in growing numbers, need individuals who understand information technology and how to use it to solve business problems for competitive advantage. Additionally, the large amount of data produced by information technologies can be used as a competitive advantage by analyzing said data to apply and develop actionable predictive and optimization models. The advantage of a graduate trained in IS&A lies in his/her ability to work with

managers and users in a cross-functional organization to develop, implement, manage and analyze the information technology infrastructure and gain meaningful insights from the large amount of data created by this infrastructure. Also, their role is to aid in establishing the organization's technical strategy and planning. IS&A majors develop excellent business administration, operational, analytical, leadership, and project management abilities.

There is a wide range of careers available to graduates in IS&A. For example, there are positions in healthcare administration, website design and development, consulting, security risk assessment, internet marketing, audit control, business analysis, data analytics, customer relationship management consulting, e-commerce, legal forensics, enterprise resource planning, and/or supply chain management. Properly prepared IS&A students are prepared for all of these activities as they combine leading edge business and technology skills.

Labor Market Demand

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

Information from the Utah Department of Workforce Services shows occupations served by information systems and/or analytics degrees will experience consistent growth into the foreseeable future. These include the following occupational categories:

- Market Research Analysts and Marketing Specialists
- Information Security Analysts
- Operations Research Analysts
- Computer Systems Analysts
- Management Analysts

Nationally, the need for graduates possessing analytical skills is acute. From a recent McKinsey report; "The United States alone faces a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts to analyze big data and make decisions based on their findings."¹

¹ McKinsey Global Institute, (2011), *Big data: The next frontier for innovation, competition, and productivity*

Student Demand

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

Students are recognizing that in order to compete in business, they need a solid understanding of information systems and analytics. This has fueled the enrollment growth in the existing management information systems (MIS) emphasis program, which has increased an average of just under 200% in the last two years. This growth coincides with the hiring of the first full-time MIS faculty within the last two years.

Similar Programs

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

Bachelor of Science degrees in Management Information Systems or Information Systems are offered at most state universities, including; Utah State University (USU), Weber State University (WSU), University of Utah (UU), Utah Valley University (UVU) and Southern Utah University (SUU). Utah Valley University offers an emphasis in Business Intelligence Systems, an area closely related to the proposed DSU program.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The proposed degree appears to be most similar to offerings at USU and has some commonality with the UVU emphasis in Business Intelligence. Given industry demand for graduates in this field, it is not expected that the program will have a significant impact on either the USU or UVU program. In addition, the inclusion of the DSU proposed program may serve as a feeder for the current USU Master in Management Information Systems and the UU Master in Business Analytics programs.

External Review and Accreditation

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

The DSU business school is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The proposed IS&A degree program will be subject to ongoing accreditation by this body.

Section IV: Program Details

Graduation Standards and Number of Credits

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

Graduates must earn a total of 122 credits, which includes a minimum of 30 IS&A credits (18 core and 12 upper-division elective), 28 required credits in core business, and 64 General Education and pre-IS&A and pre-business course credits. The total credit amount is within the 126 credit hour limit for a BS degree.

Admission Requirements

List admission requirements specific to the proposed program.

A matriculated DSU student in good standing with the university is eligible for admission to the major. Students may be admitted to the IS&A program after successful completion of the prerequisite coursework and have obtained approval from the department advisor. Declaration of the major is required for admission and is accomplished through the processes defined by the Registrar's Office. To graduate in this program, in addition to the required course work, IS&A majors are required to receive a "C-" or higher grade in the business core, IS&A core, and IS&A elective courses and an overall GPA of at least 2.5 in course work required for the major.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

DSU has an infrastructure and institutional environment appropriate for the baccalaureate role. The IS&A degree will draw on resources from the existing DSU UHSB degree programs including; Accounting, Finance, Business Administration, Business Administration - MIS Emphasis, General Marketing, and Operations Management. Further, the faculty members who will serve the new IS&A program have extensive experience offering upper-division coursework, mentoring UHSB majors, and advising degree-seeking students. The DSU Business Department faculty has been recently augmented to include professors capable of launching and growing the IS&A degree program. It is also anticipated that the IS&A program will utilize, to the extent practicable, faculty from the DSU Computer Information Technology Department.

Faculty

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

Faculty members who will be providing instruction within the IS&A program include six members with Ph.D. degrees in MIS or CS. The current faculty will meet the immediate needs for this degree. As the program matures, DSU will hire additional faculty to accommodate growth. Appendix C represents faculty who will be giving instruction in the IS&A degree and are housed in the Business, Computer Information Technology, and Accounting Departments.

Staff

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

The DSU Business Department currently has the appropriate staff to support the new degree. It is not anticipated that additional staff members will be required to support the program.

Student Advisement

Describe how students in the proposed program will be advised.

The UHSB Business Department has two full-time academic advisors who provide academic advising. The advisors currently advise students in the Business Administration MIS Emphasis and they are capable to advise students in the proposed IS&A program. Since the program is interdepartmental, advisors from the computer and information technology program may also provide advising support if needed. Secretarial and administrative support under the current departmental structure is adequate.

Library and Information Resources

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

The DSU Library at the Holland Centennial Commons continues to expand appropriate collections for baccalaureate offerings. The library is committed to supporting current and future baccalaureate programs by ordering requested materials. DSU has university-wide access to information technology, advanced computing, and analytics resources including; Oracle, SPSS and IBM Watson Analytics.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

The proposed IS&A degree will conform with current UHSB course learning outcomes (CLOs), which are provided below, accompanied by strategy for attainment and proposed measures for assessment:

1. Provide students with core economic and business knowledge and skills (DSU Core Theme One - Learning)
Strategy: To prepare students for advanced business degrees and professional success in a rapidly changing, competitive business environment.
Measures: (a) MFT National Comparison, (b) Analysis of a Business Case, (c) Written Assignment, and (d) Formative Assessment Test
2. Develop students' awareness of ethical issues and the ability to resolve them. (DSU Core Theme One - Learning)
Strategy: To give students experience in identifying ethical issues and applying analytical and decision-making processes for their resolution.
Measures: (a) Ethical Analysis of a Business Case
3. Provide career development experiences (DSU Core Theme Three - Opportunity)
Strategy: To assist students in defining career goals, having increased connections with recruiting organizations and preparing for jobs by incorporating real world applications into the curriculum.
Measures: (a) Quality of Resumes and Portfolios upon graduation, (b) Internship or Experiential Supervisor Evaluations
4. Employ and support highly qualified faculty members
Strategy: To foster open, innovative, analytical, practice-based and student-focused learning environments. Support academically and professionally active faculty who model continuous improvement in their practice and service. (DSU Core Theme One - Learning)
Measures: (a) Maintain personnel evaluations and strategic personnel planning. (b) Maintain active membership (hold office or participate in at least one activity per year in a professional organization in which membership is held). (c) All faculty will participate in and record in their files at least one professional development activity (publication of articles in refereed journals; publication of books or chapters in edited volumes; development of working papers; participation in academic conferences or professional training; obtain professional certifications/licenses; or successful grant writing in related field). Part-time and adjunct faculty are also encouraged to maintain professional development information in their files.
5. Establish productive partnerships with the community and alumni. (DSU Core Theme Two - Engagement)
Strategy: To provide opportunities in response to local and industry needs which afford valuable community engagement and development.
Measures: (a) Full-time faculty will participate in at least one community engagement activity per year. (b) Conduct skills gap need survey every three years. (c) UHSB will proactively engage in business school fund raising.

The proposed IS&A degree will conform to these CLOs at the program and individual course level. Individual course learning outcomes will be mapped to the UHSB learning outcomes.

Student Standards of Performance

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

Training in information systems and analytics prepares students for high-demand careers in many business functions, including: database management, systems administration, programming, business analyst, technical sales and consulting. Measurements are included in Program Assessment section above.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					36
Required Courses					
<input type="radio"/>	<input type="radio"/>	ISA 1400 or CS 1400		Fundamentals of Programming	3
<input type="radio"/>	<input type="radio"/>	ISA 1100 or IT 1100		Introduction to Unix/Linux	3
<input type="radio"/>	<input type="radio"/>	ISA 2400 or IT 2400		Intro to Networking	3
<input type="radio"/>	<input type="radio"/>	ACCT 2010		Financial Accounting	3
<input type="radio"/>	<input type="radio"/>	ACCT 2020		Managerial Accounting	3
<input type="radio"/>	<input type="radio"/>	CIS 2010		Business Computer Proficiency	3
<input type="radio"/>	<input type="radio"/>	COMM 1020 or COMM 1010		Public Speaking or Interpersonal Communication	3
<input type="radio"/>	<input type="radio"/>	ECON 2010		Micro Economics	3
<input type="radio"/>	<input type="radio"/>	BUS 2000		Introduction to Career Strategies	1
<input type="radio"/>	<input type="radio"/>	STAT 2040		Business Statistics	3
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>			Business Core Requirements	
Choose _____ of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>	BUS 3000		Intermediate Career Strategies	1
<input type="radio"/>	<input type="radio"/>	ENGL 3010		Writing in the Professions	3
<input type="radio"/>	<input type="radio"/>	FIN 3150		Managerial Finance I	3
<input type="radio"/>	<input type="radio"/>	ISA 3050		Management Information Systems	3
<input type="radio"/>	<input type="radio"/>	MGMT 3050		Business Law I	3
<input type="radio"/>	<input type="radio"/>	MGMT 3400		Management & Organizations	3
<input type="radio"/>	<input type="radio"/>	MGMT 3510		Business & Professional Ethics	3
<input type="radio"/>	<input type="radio"/>	MGMT 3600		Production & Operations	3
<input type="radio"/>	<input type="radio"/>	MGMT 4800		Strategic Management	3
<input type="radio"/>	<input type="radio"/>	MKTG 3010		Marketing Principles	3
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>			Information Systems & Analytics Core Requirements (listed under _____)	18
<input type="radio"/>	<input type="radio"/>				
Required Course Credit Hour Sub-Total					74
Elective Courses					
<input type="radio"/>	<input type="radio"/>			Choose one track from below	
<input type="radio"/>	<input type="radio"/>			Analytics Track (choose 12 credits)	

		Course Number	NEW Course	Course Title	Credit Hours
+	-	ISA 3020		Seminar in Business - Structured Query Language (SQL)	1
+	-	IT 4310		Database Administration	3
+	-	MGMT 4040		Quantitative Decision Analysis	3
+	-	FIN 4380		Financial Modeling and Decision Making	3
+	-	ISA 4060	×	Big Data Analytics	3
+	-	ISA 4070	×	Big Data Visualization	3
+	-			Systems Track (choose 12 credits)	
+	-	IT 1200		A+ Computer Hardware/Windows OS	3
+	-	IT 3110		Systems Design and Administration II	3
+	-	IT 3150		Windows Servers	3
Choose of the following courses:					
+	-				
+	-	IT 3300		Virtualization	3
+	-	MGMT 4040		Quantitative Decision Analysis	3
+	-	IT 4100		File Systems and Storage Technologies	3
+	-	IT 4310		Database Administration	3
+	-	IT 4400		Network Design & Management	3
+	-			Web DevelopmentTrack (choose 12 credits)	
+	-	WEB 1400		Web Design I	3
+	-	DES 1300		Communication Design	3
+	-	WEB 3500		Electronic Commerce	3
+	-	WEB 3400		Web Design II: Essentials	3
+	-	WEB 3550		Internet & eCommerce Marketing	3
+	-	IT 4200		Advanced Web Delivery	3
+	-			Application Development Track (choose 12 credits)	
+	-	CS 1410		Object Oriented Programming	3
+	-	CS 2420		Introduction to Algorithms and Data Structures	3
+	-	CS 3005		Programming in C++	3
+	-	CS 3500		Application Development	3
+	-	CS 3010		Mobile Application Development for Android	3
+	-	CS 3020		Mobile Application Development: iOS	3
Elective Credit Hour Sub-Total					12
Core Curriculum Credit Hour Sub-Total					122

Program Curriculum Narrative

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

All Program Courses (with New Courses in Bold)

General Education & Institutional Requirements

CIS 1200 or CIS 1201 or (CS 1400 and CS 1410) Computer Literacy 0 - 6 Zero-credit test out available
 ENGL 1010 or ENGL 1010A or ENGL 1010D Intro to Writing 0 - 4 Placement score, LIB 1010
 ENGL 2010 or ENGL 2010A Intermediate Writing 3 ENGL 1010 (C or higher), LIB 1010
 LIB 1010 Information Literacy 0 - 1 Zero-credit test out available
 MATH GE Mathematics course 3 Math Placement score w/in last 2 years
 AI GE American Institutions course 3 Reading Placement score
 LS GE Life Sciences course 3-4
 PS GE Physical Sciences course 3-4
 SL GE Science Laboratory course 1
 Fine Arts GE Fine Arts course 3
 HUM GE Literature / Humanities course 3
 SBS GE Social & Behavioral Sciences course (recommended ECON 2010) 3
 EXPL GE Exploration course (recommended COMM 2110) 3 - 5 Prefix not used to fill other GE requirement
 GLOCUP GE Global & Cultural Perspectives course 0 - 3 Complete two with different prefixes; recommend
 courses that can fulfill other GE or program requirements
 GLOCUP GE Global & Cultural Perspectives course 0 - 3

Major Requirements

ISA 1400 Fundamentals of Programming 3 Cross listed (CL) with CS 1400
 ISA 1100 Introduction to Unix/Linux 3 CL with IT 1100
 ISA 2400 Intro to Networking 3 ISA 1100 (C- or higher) CL with IT 2400
 ACCT 2010 Financial Accounting 3
 ACCT 2020 Managerial Accounting 3 ACCT 2010, CIS 1200
 CIS 2010 Business Computer Proficiency 3 CIS 1201 or CIS 1200 (B- or higher)
 COMM 1020 or
 COMM 2110 Public Speaking or
 Interpersonal Communication 3 Also used to fill GE requirements
 ECON 2010 Micro Economics 3 Also used to fill GE requirements
 BUS 2000 Introduction to Career Strategies 1
 STAT 2040 Business Statistics 3 CIS 1200, MATH 1010

TOTAL 60 *Total can vary based on how strategically students plan their program of study.*

Advanced standing status must be obtained prior to enrollment in any 3000 or 4000 level business course.

Business Core Requirements

BUS 3000 Intermediate Career Strategies 1 BUS 2000
 ENGL 3010 Writing in the Professions 3 ENGL 2010 or ENGL 2010A
 FIN 3150 Managerial Finance I 3 ACCT 2020, STAT 2040, and ECON 2010
 ISA 3050 Management Information Systems 3 CIS 2010 & ENGL 1010/A/D & MATH 1000 or higher (Change MIS
 3050 Prefix)
 MGMT 3050 Business Law I 3
 MGMT 3400 Management & Organizations 3
 MGMT 3510 Business & Professional Ethics 3 ENGL 1010/A/D (C or higher)
 MGMT 3600 Production & Operations 3 STAT 2040 or MATH 1040/A
 MGMT 4800 Strategic Management 3 Pre- or Co-requisites: FIN 3150, MGMT 3400, MGMT 3600, MKTG 3010,
 and (ACCT 3050 or IT3050)
 MKTG 3010 Marketing Principles 3
TOTAL 28

Information Systems & Analytics Core Requirements

ISA 3100 Systems Design and Administration I 3 ISA 1400 & ISA 2400 (both C- or higher) CL with IT 3100
ISA 4300 Database Design & Management 3 ISA 1400 & ISA 1100 (both C- or higher) CL with IT 4300
ISA 4450 Project Management 3 ISA 1400, IT 1100, ISA 3050 (all grade C- or higher) (Change MIS 4450 Prefix)
ISA 4500 Information Security 3 ISA 1400 & ISA 3100 (both C- or higher) CL with IT 4500
MGMT 4040 Quantitative Decision Analysis 3 STAT 2040 (C- or higher)

ISA 4600 or

MGMT 4200 **Senior Project** or

Business Internship I 3 Senior Status

Internship must include ISA component

TOTAL 18

Electives: 12 credits from the following or other approved courses.

Analytics Track Suggested Courses

ISA 3020 Seminar in Business - Structured Query Language (SQL) 1 CIS 2010 (converting from MGMT 4950R trial course)

IT 4310 Database Administration 3 IT 4300 (C- or higher)

MGMT 4040 Quantitative Decision Analysis 3 STAT 2040 (C- or higher)

FIN 4380 Financial Modeling and Decision Making 3 FIN 3150 (C- or higher)

ISA 4060 Big Data Analytics 3 ISA 3020

ISA 4070 Big Data Visualization 3

Systems Track Suggestion Courses

IT 1200 A+ Computer Hardware/Windows OS 3

IT 3110 Systems Design and Administration II 3 IT 3100 (C- or higher)

IT 3150 Windows Servers 3 IT 1200, IT 2400 (both C- or higher)

IT 3300 Virtualization 3 IT 2400 (C- or higher)

MGMT 4040 Quantitative Decision Analysis 3 STAT 2040 (C- or higher)

IT 4100 File Systems and Storage Technologies 3 IT 3100 (C- or higher)

IT 4310 Database Administration 3 IT 4300 (C- or higher)

IT 4400 Network Design & Management 3 IT 2400 (C- or higher)

Web Development Track Suggested Courses

WEB 1400 Web Design I 3

DES 1300 Communication Design 3

WEB 3500 Electronic Commerce 3

WEB 3400 Web Design II: Essentials 3 WEB 1400 & DES 1300

WEB 3550 Internet & eCommerce Marketing 3

IT 4200 Advanced Web Delivery 3 IT 3100 (C- or higher)

Application Development Track Suggested Courses

CS 1410 * Object Oriented Programming 3 CS 1400 (C- or higher)

CS 2420 Introduction to Algorithms and Data Structures 3 CS 1400 (C- or higher)

CS 3005 Programming in C++ 3 CS 1410 (C- or higher)

CS 3500 Application Development 3 CS 3005 (C- or higher)

CS 3010 Mobile Application Development for Android 3 CS 2420, CS 3005 (both C- or higher)

CS 3020 Mobile Application Development: iOS 3 CS 2420, CS 3005 (both C- or higher)

TOTAL 12

TOTAL FOR BACCALAUREATE DEGREE 122

Degree Map

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

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

Sample Program Schedule

Fall, Year 1

CIS 1200, Computer Literacy * 3

ENGL 1010, Intro to Writing 3

COMM 2110, Interpersonal Communication / GE Exploration 3

GE Math Course 3-4

LIB 1010, Information Literacy * 1

BUS 1001 FYE: Business 1

*Test out options available Total 14-15

Spring Year 1

ACCT 2010, Financial Accounting 3

ENGL 2010, Intermediate Writing 3

IT 1100, Introduction to Unix/Linux 3

CS 1400, Fundamentals of Programming 3

GE Fine Arts / GE GLOCUP 3

Total 15

Fall Year 2

ACCT 2020, Managerial Accounting 3

GE American Institutions course 3

GE Life Science/Lab 3-4

BUS 2000, Introduction to Career Strategies 1

IT 2400, Introduction to Networking 3

GE (if less than optimal program of study) or IS&A Elective 3

Total 16-17

Spring Year 2

STAT 2040, Business Statistics 4

CIS 2010, Business Computer Proficiency 3

GE Physical Science/Lab * 3-4

GE Literature / Humanities course / GE GLOCUP 3

ECON 2010, Micro Economics / GE Social Science 3

*If lab was not taken with life science, it must be taken here Total 16-17

Fall Year 3

IT 3100, Systems Design and Admin I 3

ISA 3050, Management Information Systems 3

BUS 3000, Intermediate Career Strategies 1

MKTG 3010, Marketing Principles 3

MGMT 4040, Quantitative Decision Making 3

IS&A Elective 3

Total 16

Spring Year 3

ENGL 3010, Writing in the Professions 3

FIN 3150, Managerial Finance 3

MGMT 3600, Production Operations 3

MGMT 3400, Management Organizations 3

IT 4500, Information Security 3

Total 15

Fall Year 4

WEB 1400, Intro to Internet Development 3

IT 4300, Database Design and Management 3

MGMT 3050 Business Law I 3

MGMT 3510 Business Professional Ethics 3

IS&A Elective 3

Total 15

Spring Year 4

MGMT 4800, Strategic Management 3

ISA 4450, Project Management 3

ISA 4600, Senior Project 3

IS&A Elective 3

IS&A Elective 3

Total 15

Grand Total 122

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	11		8	
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters	1		2	
Faculty: Part Time with Masters			2	
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants				
Staff: Full Time			3	
Staff: Part Time				

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Matt	Harris	Assitant Prof +	PhD, Manag +	Utah State University	100	
	Joe	Francom	Associate Prof +	PhD, Comput +	University of Louisville	100	
	Bob	Nielson	Associate Prof +	DCS, Comput +	Colorado Technical University	50	
	Eric	Pedersen	Professor	PhD, MIS	Utah State University	25	
	Bart	Stander	Professor	PhD, CS	Washington State University	25	
	Russ	Ross	Associate Prof +	PhD, CS	University of Cambridge	25	
	Kyle	Wells	Professor	PhD, Financ +	University of Utah	25	
	Helen	Saar	Assistant Prof +	PhD, Financ +	University of Hawaii	25	
	Munir	Mahmud	Professor	PhD, Econo +	University of Illinois, Urbana-Champaign	25	
	Shandon	Gubler	Assistant Prof +	PhD, Strate +	Brigham Young University	25	
	Debra	Bryant	Associate Prof +	PhD, Educat +	University of Nebraska	25	
	Scott	Lindsey	Assistant Prof +	PhD, Opera +	University of Utah	25	
	Nathan	Staheli	Associate Prof +	PhD, Accou +	University of Hawaii	25	
	Kevin	Barrett	Professor	PhD, Accou +	Virginia Tech	25	
	Verl	Anderson	Professor	DBA, Busin +	Arizona State University	25	
	Abu	Kahn	Assistant Prof +	PhD, Financ +	University of New Orleans	25	
	Phillip	Garner	Assistant Prof +	PhD, Econo +	Brown University	25	
	Travis	Seegmiller	Assistant Prof +	JD, Law	Georgetown University	25	
	Curtis	Larsen	Associate Prof +	MS, Physics +	University of Utah	25	

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Part Time Faculty							
	Jay	Sneddon	Instructor	MS, CIS	Missouri State University	25	
	Rachel	Ramsay	Instructor	MS, Graphic	Vermont College of Fine Arts	25	
	Donald	Fisher	Instructor	MBA	California State University	25	
	Adam	Snow	Adjunct	MBA	Pepperdine University	25	
	Hal	Anderson	Adjunct	MBA	Brigham Young University	25	

Part III: New Faculty / Staff Projections for Proposed Program

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

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

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	411	421	426	433	441	451
# of Majors in Proposed Program(s)	////	20	25	32	40	50
# of Graduates from Department	0	211	216	220	224	228
# Graduates in New Program(s)	////	5	10	14	18	22
Department Financial Data						
	Department Budget					
		Year 1	Year 2	Year 3		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,249,267	\$0	\$90,000	\$90,000		
Operating Expenses (equipment, travel, resources)	\$47,718	\$0	\$36,000	\$36,000		
Other:						
TOTAL PROGRAM EXPENSES	////	\$0	\$126,000	\$126,000		
TOTAL EXPENSES	\$1,296,985	\$1,296,985	\$1,422,985	\$1,422,985		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$1,286,297		\$126,000	\$126,000		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees	\$10,688					
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$0	\$126,000	\$126,000		
TOTAL DEPARTMENT FUNDING	\$1,296,985	\$1,296,985	\$1,422,985	\$1,422,985		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The current Business Department budget is sufficient to support existing faculty. The budget reflects the addition of one faculty member added in year two if enrollment merits.

Part III: Describe funding sources

Revenue Narrative 1

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

Funding for the proposed degree will come primarily from institutional funds appropriated by the state. External funding sources will be pursued as conditions allow.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Associate of Applied Science in Respiratory Therapy and Bachelor of Science in Respiratory Therapy

Issue

Utah Valley University (UVU) requests approval to offer an Associate of Applied Science in Respiratory Therapy and a Bachelor of Science in Respiratory Therapy effective Spring Semester, 2018. The proposed programs were approved by the institutional Board of Trustees February 16, 2017.

Background

For a number of years Weber State University has offered a Bachelor of Science (BS) in Respiratory Therapy (RT) in Utah County through a satellite program taught at Utah Valley Hospital. Weber State University (WSU) is seeking another opportunity to open a satellite BS program in the Salt Lake City area. The Salt Lake program would represent a third satellite RT offering for WSU. Accreditation requirements allow an institution to operate only two satellite programs. Because of this, WSU has stopped enrolling new students at its Utah Valley location. To replace the WSU offering, UVU is proposing an RT program. The UVU program will maintain the curriculum and the clinical instructors at Utah Valley Hospital, and it will add an associate of applied science degree option in order to provide a stackable credential that will seamlessly transition into the UVU BS program.

Utah Valley University will seek accreditation for the BS program through the Commission on Accreditation for Respiratory Care (CoARC). Accreditation by CoARC is required to qualify students to take the National Board of Respiratory Care exams. Successful completion of these exams leads to certification as a Certified Registered Therapist (CRT) and as a Registered Respiratory Therapist (RRT), the RRT representing a higher standard of professional knowledge and skills. At a minimum, a person must earn the CRT credential in order to be licensed and to practice as a respiratory therapist. Employment opportunities with health care providers range from home health and hospice to neonatal, pediatric, adult intensive care, and other clinical settings.

Acceptance into the AAS program will be competitive and will require 29 credit hours of prerequisite courses. Those admitted to the program will complete general education requirements and will also take lower division RT courses to complete the AAS degree, at which point they may seamlessly transition into the BS program.

A labor market review of the respiratory therapists occupational category (SOC Code 29-1126) revealed the following information:

Area	Average Annual Median Wage- Utah Department of Workforce Services Data	Estimated Total Annual Job Openings- Utah Department of Workforce Services Data	Job Postings March, 2016 through February, 2017- Burning Glass Labor Insight Tool
Provo-Orem Metro	\$59,670	10	23
Utah	\$57,770	50	233

Utah Valley University anticipates graduating 20 students per year from its program, a number that seems consistent with market demand within its service area.

Policy Issues

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

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Associate of Applied Science in Respiratory Therapy and Bachelor of Science in Respiratory Therapy.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah Valley University requests approval to offer the following Associate's and Baccalaureate degree(s): AAS/BS in Respiratory Therapy effective Spring 2018. This program was approved by the institutional Board of Trustees on 02/16/2017.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

A Bachelor of Science in Respiratory Therapy consists of comprehensive classroom and clinical curricula that prepare students for the credentialing exam offered by the National Board of Respiratory Care (NBRC). Successful completion of the curriculum and the credentialing exam certifies students as a Certified Registered Therapist (CRT) and/or as a Registered Respiratory Therapist (RRT). These certifications enable program graduates to apply for licensure in Utah. Employment opportunities with health care providers range from home health and hospice to neonatal, pediatric, adult intensive care units and other areas of specialty offered by health care providers.

The Respiratory Therapy Program is currently offered through Weber State University's satellite program at Utah Valley Hospital. The proposal is to transfer sponsorship of the respiratory therapy degree from Weber State University to Utah Valley University while maintaining the curriculum and the clinical instructors at Utah Valley Hospital intact. This program will be administered under UVU's College of Health and Public Services.

Acceptance into the associate of applied science (AAS) program will be a competitive application process. Twenty-nine credit hours of prerequisite courses must be completed before applying to the program. When the successful applicants complete 38 credit hours of the AAS program, they will be eligible to graduate with an AAS and will seamlessly transition to the Bachelor of Science (BS) in Respiratory Therapy. The BS contains an additional 35 required course credits and nine elective credits.

Consistency with Institutional Mission

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

This program meets UVU's mission by providing an opportunity for students to achieve an AAS and BS, thereby preparing them to sit for the credentialing exams offered by the NBRC. A degree in respiratory therapy provides the opportunity for UVU students to prepare for and enter into a needed allied health care field other than nursing without going to for-profit colleges or traveling to Weber State University to enroll in their program. A degree in respiratory therapy also meets specific and critical needs for qualified respiratory therapists in UVU's service area and in the state by providing licensed entry level respiratory therapists who may be hired by health care providers. It also provides UVU the opportunity to explore integrating simulation laboratories for nursing and respiratory care students.

Section III: Needs Assessment

Program Rationale

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

Weber State University (WSU) has offered respiratory therapy in Utah County through a satellite program taught at Utah Valley Hospital for approximately 20 years. Due to changes in WSU's Respiratory Therapy Department's strategic plan; the WSU satellite program in Utah County will be discontinued. The last cohort was admitted May, 2016.

The purpose of UVU accepting sponsorship of the respiratory therapy degree is to continue providing a vital work force component for health care providers in Utah and Wasatch Counties and to provide UVU students the option to enroll in another allied health field other than nursing or dental hygiene. Presently UVU students desiring to pursue respiratory therapy have to transfer to WSU or to private for-profit organizations in order to receive training.

The benefits to UVU are multifaceted. First, offering a degree in respiratory therapy expands the health options for UVU students. Secondly, it allows UVU to broaden its corroboration with Utah Valley Hospital and other health care providers within its service area. Third, by expanding UVU's offerings in health care fields it allows UVU to be more nimble in responding to the specific needs of health care providers in UVU's service area. With the expansion of Utah Valley Hospital, American Fork Hospital, the addition of the new IASIS hospital in Lehi, and the projection of another new hospital to be built in Spanish Fork, UVU can monitor and respond more readily to service area needs for respiratory therapists. Lastly, it relieves WSU from its responsibility of trying to monitor and meet allied health care needs in UVU's service area and allows its respiratory care department to focus energy and resources elsewhere.

Labor Market Demand

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

Economic overview and program gap analysis data demonstrates projected job change increases in health care and social services by approximately 8,000 jobs from 2014 to 2024. This projection represents a 37% increase in the industry and is the second highest projection second only to construction. At this time the specific needs of Utah County in the field of respiratory care are only being addressed by the satellite program offered by WSU at Utah Valley Hospital which is slated to be discontinued and which graduates only 10 to 12 students per cohort. By assuming sponsorship of the WSU program, UVU can respond more readily and broadly to the health care industry needs in this service area by adjusting cohort sizes according to local market demand.

Burning Glass data provided by the UVU institutional research office for the time period of July 2015 until June 2016 depicts the need for 215 registered respiratory therapists and respiratory therapy technicians in the State of Utah, with 28 therapists needed in Provo and Orem alone. This data does not include needs in Wasatch, Summit, Juab, Sanpete, and Carbon counties.

A search of needs for respiratory therapist by title in the State of Utah totaled 238.

Data from the Economic Development and Employer Planning System (EDEPS), which articulates higher education program data with Bureau of Labor Statistics (BLS) metrics for respiratory therapist and respiratory therapist technicians in Utah, reports that higher education entities in the State of Utah which offer AAS and/or BS degrees in respiratory therapy include WSU, Dixie State University, Stevens-Henager College, and Independence University. The data that analyzes higher education supply and labor market demands shows these four institutions produce 271 program completers, which is more than the labor demands indicated by the Burning Glass data. However, the 179 AAS graduates and 79 BS graduates reported by Independence University in 2014 is the total number of graduates from their on-line program, which includes graduates from states other than Utah.

Factoring only graduates from exclusively Utah based colleges and universities, Utah produced 88 graduates in 2014 of which only 78 graduated from USHE institutions. Stevens-Henager College produced 10 graduates. Independence University and Stevens-Henager's BS graduates have a credentialing pass rate of 32%, whereas WSU's BS graduates have a pass rate of 95%. Job placement rates for successful graduates of all Utah based programs averages 95.3%

Student Demand

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

There are several measures that can be used to estimate the number of students who are and would be eligible and potentially interested in applying to a new respiratory therapy program offered at UVU. These include the following:

1. Weber State University's satellite program taught at Utah Valley Hospital has had between 16 and 28 applicants for each cohort over the past five years even though there is essentially no advertising for the program in Utah County. Most of the students who apply to the Utah Valley Hospital Respiratory Care Program are from Utah County. The satellite program per CoARC requirements is accredited to accept twelve students per cohort.
2. Utah Valley University's nursing program has the same prerequisites as respiratory therapy. Students who apply to nursing may also be interested in applying to the respiratory therapy program if it were offered at UVU.
3. Students enrolled in courses that are prerequisites for respiratory therapy could be potential candidates for the respiratory therapy program. Some 690 students were enrolled in these courses during 2016.

Similar Programs

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

As stated above, WSU already offers a satellite program at Utah Valley Hospital and has in the past provided the workforce needed in Utah and Wasatch Counties. This request is to transfer sponsorship of WSU's satellite program to UVU. Salt Lake Community College is proposing a new AAS degree program in respiratory therapy.

Initially the new Respiratory Therapy Program at UVU will not significantly increase the number of students until the new program has passed through three years of provisional accreditation program outcomes with the Commission for Accreditation for Respiratory Care (CoARC). Once continuing accreditation is approved, CoARC will allow UVU to increase the number of students in each cohort. The number per cohort can then be determined by the needs of health care providers in UVU's service area and in the state as coordinated with WSU, Dixie State University, and SLCC.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Utah Valley University has been collaborating with WSU for more than a year concerning the transfer of sponsorship of its satellite respiratory therapy program. The curriculum and adjunct instructors who are currently teaching in the WSU program will remain intact under UVU's sponsorship and have been included in the new faculty proposal.

Weber State University began the last cohort at Utah Valley Hospital in May, 2016. This cohort will finish the BS program in August, 2017. Local health care providers in UVU's service area are anxious to have UVU begin its first cohort as soon as possible to meet the rising demand for registered respiratory therapists in Utah and Wasatch Counties. It is UVU's plan to collaborate closely with WSU and with Dixie State University to determine the size of future cohorts to meet both local and statewide demands for qualified registered respiratory therapist.

There is no anticipation of negative impacts or effects on any of the USHE institutions that are offering AAS or BS degrees in respiratory therapy. Utah Valley University will not be drawing from common student populations, and it is anticipated that UVU graduates will have sufficient employment opportunities within the UVU service area.

External Review and Accreditation

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

An advisory committee has been organized in accordance with the guidelines CoARC. Individuals comprising this committee consist of two program directors of current respiratory therapy programs, two physicians, four clinical managers of respiratory care departments from local hospitals, an associate dean from UVU's College of Science and Health, and one professor from the Department of Biology.

UVU is in the process of applying for approval from CoARC for provisional accreditation to begin an entry-level program of respiratory care. Once provisional status is granted, continuing accreditation is awarded based on the pass rates of the first three graduating cohorts from the new program.

Section IV: Program Details

Graduation Standards and Number of Credits

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

Graduation requirements meet all the general education requirements of the university. The program core course requirements mirror the very successful respiratory therapy curriculum at WSU, which meets the national accreditation standards of CoARC. The Graduation Standards are as follows:

1. Completion of a minimum of 123 semester credits, including at least 40 hours of upper-division credits.

a. GE requirements of UVU	=	29 credits
b. Prerequisite courses for admission to the program	=	17 credits
c. Required lower division credits for Respiratory Therapy	=	36 credits
d. Required upper division credits for Respiratory Therapy	=	34 credits
e. Upper Division Electives	=	<u>7 credits</u>
f. Total Credits	=	123

2. Overall grade point average of 2.0 (C) or above. (Departments may require a higher GPA.)

3. Completion of GE and specified departmental requirements.

4. Residency hours--minimum of 30 credit hours through course attendance at UVU.

5. Successful completion of at least one Global/Intercultural course. (University Standard)

The three credits over the 120 hours for a BS degree is a combination of the GE and the number of required lower division credits for the degree. The only electives are upper division and six credits are needed to meet the requirement of a minimum of 40 upper division credits. (See the curriculum and degree map below)

Admission Requirements

List admission requirements specific to the proposed program.

Admission requirements for the proposed program are patterned after the requirements for admission into the WSU program. Applications may be submitted prior to the completion of the prerequisite courses listed below, but students need to have completed all of these courses with a minimum of a C grade or higher to be accepted into the respiratory therapy BS.

English 1010 and 2020

Math 1030 or 1040 or 1050

General Psychology 1010

Chemistry 1110 Elementary Chemistry for Health Sciences or higher

Zoology 2320, Anatomy with co-requisite laboratory

Zoology 2420, Physiology with the co-requisite laboratory

Microbiology 2060 or 3450 with the appropriate co-requisite laboratory.

Selection for admission will be through a competitive application process. Additional consideration will be given to applicants for the following accomplishments or situations.

1. The more prerequisites completed prior to applying.
2. Completion of an associate or bachelor degree.
3. A previously qualified applicant who was unsuccessful in a previous application cycle.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

Respiratory therapy will align under the newly created Department of Allied Health within the College of Health and Public Services. Administrative and day-to-day budgetary operation will be handled through the department chair and the department's administrative assistant.

The proposed program will have no impact on the undergraduate, lower division courses in the University or in the College of Science and Health. Students for the program will be recruited from the pool of students already enrolled in prerequisite courses for nursing, dental hygiene, and pre-health professions.

Faculty

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

To meet CoARC accreditation criteria two new full-time faculty will be hired, a program director and a Director of Clinical Education.

The program director will be responsible for fiscal planning, planning and development, continuous review and analysis of outcomes data, generation of the annual accreditation reports, and the overall effectiveness of the program. This person will teach some courses in the program, and may hold other leadership roles within the university and pursue scholarly activities. The program director's workload should balance other activities with administrative responsibilities in the proposed program.

The director of clinical education will be responsible for all aspects of the clinical experiences of students enrolled in the program including organization, administration, continuous review and analysis of outcome data, development, and planning of locations for evolving practice skills and effectiveness of the clinical experience.

Part-time adjunct faculty will consist of the professionals in residence at Utah Valley Hospital who have been teaching for Weber's satellite program.

Staff

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

Existing staff in the newly created Department of Allied Health will provide support for the program.

There are two advisors for pre-nursing and one pre-dental hygiene advisor who are already advising the pool of students that will be interested in applying to the proposed program. Utah Valley University also has four pre-health profession advisors for pre-med, pre-dental, pre-occupational, and physical therapy students. At this time it is not anticipated that additional advisors will be needed.

There will not be a net gain of department chairs, administrative assistants, nor advisors in the near future.

Student Advisement

Describe how students in the proposed program will be advised.

Essentially the prerequisite courses and academic requirements for nursing and dental hygiene are the same as for respiratory therapy. Advising will follow the same academic tracts and will be essentially the same advisors. It is anticipated the pool of students who may be interested in respiratory therapy will be the same pool exploring nursing, dental hygiene or post-graduate health professions.

As soon as a student becomes interested in respiratory therapy and they meet with a pre-health advisor,

they will be informed of the admission requirements, encouraged to enroll in the RESP 1540 survey course, and coached in sequencing and enrolling in the appropriate prerequisite courses. As the student nears the application deadline, the advisors can guide them through the application process with the assistance of on-line forms and check lists to complete the process.

Once students are accepted into the respiratory therapy program, the program director and clinical coordinator will take over the advising portion. Each student that matriculates into the program will become part of a cohort that will be assigned to either the program director or the clinical coordinator as their faculty mentor. Each cohort will enter a lock step curriculum plan to completion that will take the students through the required lower division and upper division courses. The last two semesters each student will consult with their assigned faculty mentor to select and register for seven credits of upper division electives to finish the program, complete graduation requirements, and to take the credentialing exams offered by the NBRC.

Library and Information Resources

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

The Utah Valley University Fulton Library cultivates a changing collection of eBooks, streamed videos, and books that relate to medicine. Respiratory Therapy themed holdings are a subset of such a collection. As the influence of respiratory therapy continues to expand, UVU Fulton Library's Health Sciences collection development will match its content and direction.

Collections are housed primarily in the RC 705-RC 779 area, using the Library of Congress classification system, including resources in areas related to the specific subject area such as respiratory medicine, pulmonology, respiratory organs, respiratory diseases, and so forth. The library specialist assigned to health sciences will work with the department, faculty and staff to augment the current collection with additional books and electronic materials as required.

Resources are selected in collaboration with faculty to best support current and future classes at UVU, and are updated with peer-recommended lists and other review sources. Because of the relatively new age of the holdings, students have access to books of quality and currency.

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

EBook Collections

Currently the UVU Fulton Library has access to Safari Tech Books, NetLibrary, EBSCO and eBrary Nursing and Allied Health.

Databases

Currently, the UVU Fulton Library provides access to over 150 periodical databases. Those deemed useful for Respiratory Therapy include:

Academic Search Premier: A multidisciplinary database containing nearly 3900 peer reviewed journal titles.

CINAHL Plus with Full Text: A nursing and allied health database containing more than 4600 peer reviewed journal titles

PubMed: Maintained by the National Library of Medicine, this database contains high quality, peer reviewed articles in medicine, biology, respiratory therapy, anesthesiology and more.

Science Direct Journals: Peer reviewed journals from Elsevier, a premier publisher of health related journals

Cochrane Library: A collection of six medical related databases that specialize in evidence based medicine and include case studies, experiments, systematic reviews, etc.

Medline: General medical database of more than 4600 peer reviewed journals.

The following journals have specific application to the Respiratory Therapy Program and are immediately accessible through UVU's current library holdings or contracts.

1. **CHEST: Official Journal of the American College of Chest Physicians**
2. New England Journal of Medicine
3. Circulation
4. JAMA: Journal of the American Medical Association
5. Medicine
6. The Lancet
7. RESPIRATORY CARE: Official science journal of the American Association for Respiratory Care
8. RT: For Decision makers in Respiratory Care
9. Advances in Perinatal & Neonatal Nursing: Official Journal of the National Association of Neonatal Nurses
10. Pediatric Infectious Disease
11. Journal of Intensive Care Medicine A journal of Society of Critical Care Medicine

Other Journals that have specific application to the new program but are not part of UVU Fulton Library's holdings or contracts are as follows: *(If it is deemed necessary, an approximate expense to add these subscriptions is an ongoing fee of about \$5000.)*

12. The Lancet Respiratory Medicine
13. Journal of Neonatal-Perinatal Medicine
14. Neonatology
15. Pediatric Pulmonology
16. Journal of Pediatric Critical Care
17. Pediatric Critical Care Medicine: A journal of Society of Critical Care Medicine
18. Intensive Care Medicine

All of these journals listed above are accessible through PubMed, Medline, or Cochrane databases. Current catalog holdings for respiratory therapy are estimated as follows:

Books: 1819

eBooks: 283
Streamed videos: 16

Off-campus web access to library patrons is enabled by means of an LDAP login authentication layer that is enforced by the UVU Fulton Library EZProxy server.

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

It is not anticipated that new or additional library resources will be needed at this time.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

The Respiratory Therapy AAS and BS programs will be accredited through The Commission on Accreditation for Respiratory Care (CoARC). CoARC accredits Respiratory Care Professional Practice degree programs at the associate, baccalaureate, and master's degree level in the United States. Program outcome measurements are set by this agency and meeting or exceeding the minimum standards is essential to maintain continuing accreditation status. Measures of the standards are required to be reported to NBRC in an annual report. The following is a summary of the assessments required of all respiratory therapy educational programs taken from the CoARC standards for program assessment (page 25-26).

1. Credentialing exam performance is evaluated by what CoARC has defined as 'NBRC CRT credentialing success' which is defined as the percentage of program graduates (not the percentage of those taking the test) earning the NBRC's CRT credential. This outcome measure is an annual reporting requirement by all accredited educational programs in respiratory therapy. Each program must submit their students' credentialing exam performance report in the NBRC Annual School Summary Report. The established threshold for credentialing success is 80%.
2. Attrition is defined by CoARC as the percentage of students who enrolled in a respiratory care program and began fundamental respiratory care coursework but left the program. Students who leave the program before the fifteenth calendar day from the beginning of the first term with fundamental respiratory care coursework, and those students transferring to satellites, are not included in program attrition. The established threshold for attrition is 40%.

3. Graduate and employer satisfaction surveys shall be administered six to twelve months after graduation. The established threshold for these surveys is that for each question at least 80% of returned graduate and employer surveys rate overall satisfaction three or higher on a five-point Likert scale.

4. On-Time Graduation Rate is defined as the number of students who graduate with their enrollment cohort (i.e., within thirty (30) days of their expected graduation date) divided by the total number of students in that class who ultimately graduated. The enrollment date and the expected graduation date of each cohort are specified by the program. The established threshold for on-time graduation is 70%.

Another program outcome that will be assessed will be the employment rate of program graduates. This will be defined as the percent of students who successfully complete the AAS and BS degrees in respiratory therapy who are employed as a registered respiratory therapist or related field within 12 months of completing the program.

In addition to the required assessment criteria of CoARC, the following five program outcomes will be assessed throughout the educational process of the lower division (AAS) and upper division (BS) curriculum. These outcomes fulfill five of the six to the Essential Learning Outcomes of Utah Valley University.

Students who successfully completed the lower division AAS component of the Respiratory Therapy curriculum will be able to:

1. Work effectively as a team member with physicians, nurses, therapists and patients as an integral part of the medical community.
2. Make correct interventional medical decisions based on assessment of patient needs and diagnosis within the scope of therapist driven protocols.
3. Comply with the ethical and legal parameters of HIPAA in the use and disclosure patients' health information.

In addition, students who successfully complete the upper division BS degree curriculum will be able to:

4. Evaluate and monitor patient responses to therapy and modify the prescribed therapy to achieve the desired therapeutic objectives.
5. Demonstrate awareness of the integrated nature and complexities of the health care systems and their impact on individuals and the local and national community.

Student Standards of Performance

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

NBRC requires each accredited educational program to have the following goals defining minimum expectations of student Competencies and Skills:

To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).

Programs offering a BS in Respiratory Therapy are mandated to include the following program goals for student success as dictated by the CoARC standards:

To prepare leaders for the field of respiratory care by including curricular content that includes objectives related to acquisition of skills in one or more of the following: management, education, research, advanced clinical practice (which may include an area of clinical specialization).

According to CoARC, the scope of practice of Respiratory Therapists includes but is not limited to the following competencies.

1. Acquiring and evaluating clinical data;
2. Assessing the cardiopulmonary status of patients;
3. Performing and assisting in the performance of prescribed diagnostic studies;
4. Evaluating data to assess the appropriateness of prescribed respiratory care;
5. Establishing therapeutic goals for patients with cardiopulmonary disease;
6. Participating in the development and modification of respiratory care plans;
7. Case management of patients with cardiopulmonary and related diseases;
8. Initiating prescribed respiratory care treatments, managing life support activities,
9. Evaluating and monitoring patient responses to therapy and modifying the prescribed therapy to achieve the desired therapeutic objectives;
10. Initiating and conducting prescribed pulmonary rehabilitation;
11. Providing patient, family, and community education;
12. Promoting cardiopulmonary wellness, disease prevention, and disease management;
13. Promoting evidence-based practice by using established clinical practice guidelines and by evaluating published research for its relevance to patient care.

The curriculum is designed to develop all of the competencies and skills mentioned above. Every semester the students will have traditional formatted classes that present and teach the theoretical and practical basis of respiratory medicine. The cognitive based sections will have multiple formative exams testing each student's understanding of the physiology and pathophysiology of the diseases they will encounter and the therapeutic modalities used to treat those diseases.

Concurrently during the same semester the students will also attend a skills lab where they will learn essential practical skills such as how to set up and apply appropriate levels of medical oxygen, medication delivery systems, ventilator assisted breathing, conduct pulmonary function tests, etc. The skills based laboratories are intentionally designed to be competency based learning during which students individually pass off each of the essential skills learned.

Almost every semester the students will engage in the clinical setting with a registered respiratory therapist practitioner as a personal mentor. The mentor provides continuous instruction and formative feedback to the student throughout the clinical rotation. At the end of the rotation the mentor provides the instructors with a summative evaluation of the clinical behavioral traits and skills demonstrated by the student.

At the end of each semester or module, a comprehensive written and in some case practical exam will be administered to each of the students in the cohort. These exams serve as the summative evaluation of the student's progress and performance in the program.

Bachelor degree programs are also required by the NBRC to offer upper division required and elective courses, which help develop skills for management, clinical education, research or/and advanced clinical practice. Most of the required upper division courses help the student specialize in a specific area of clinical practice. The elective courses assist in developing managerial skills. All upper division curriculum provide both theoretical knowledge and practical experiences for which the students will receive formative feedback during the course and summative examinations at the end of the semester or module.

At the end of the program, all of the students will sit for the national credentialing exam administered by the National Board of Respiratory Care. The credentials of certified respiratory therapist and/or registered respiratory therapist are bestowed upon the students who successfully pass the national board exams. Those who pass one or both of these exams are qualified to apply for state licensure as practicing respiratory therapists.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					37
Required Courses					
<input type="radio"/>	<input type="radio"/>			The AAS will require 24 hours of GE and the following courses:	<input checked="" type="checkbox"/>
<input type="radio"/>	<input type="radio"/>	MICR 2060 and MICR 2061	<input checked="" type="checkbox"/>	Microbiology for Health Professions	4
<input type="radio"/>	<input type="radio"/>	ZOOL 2420		Human Physiology	3
<input type="radio"/>	<input type="radio"/>	ZOOL 2425		Human Physiology Lab	1
<input type="radio"/>	<input type="radio"/>	RESP 1540	<input checked="" type="checkbox"/>	Survey of Respiratory Therapy	1
<input type="radio"/>	<input type="radio"/>	RESP 2145	<input checked="" type="checkbox"/>	Introduction to Basic Therapeutic Modalities Lab	3
<input type="radio"/>	<input type="radio"/>	RESP 2165	<input checked="" type="checkbox"/>	Equipment Management Lab	3
<input type="radio"/>	<input type="radio"/>	RESP 2210	<input checked="" type="checkbox"/>	Elementary Cardiopulmonary Anatomy and Physiology	3
<input type="radio"/>	<input type="radio"/>	RESP 2230	<input checked="" type="checkbox"/>	Cardiopulmonary Pathophysiology	2
<input type="radio"/>	<input type="radio"/>	RESP 2250	<input checked="" type="checkbox"/>	Basic Patient Assessment	2
<input type="radio"/>	<input type="radio"/>	RESP 2270	<input checked="" type="checkbox"/>	Application of Cardiopulmonary Diagnostics	4
<input type="radio"/>	<input type="radio"/>	RESP 2300	<input checked="" type="checkbox"/>	Basic Modalities in Respiratory Care I	3
<input type="radio"/>	<input type="radio"/>	RESP 2310	<input checked="" type="checkbox"/>	Basic Modalities in Respiratory Care II	3
<input type="radio"/>	<input type="radio"/>	RESP 2320	<input checked="" type="checkbox"/>	Essentials of Mechanical Ventilation	2
<input type="radio"/>	<input type="radio"/>	RESP 2330	<input checked="" type="checkbox"/>	Entry Level Respiratory Therapy Review	1
<input type="radio"/>	<input type="radio"/>	RESP 2520	<input checked="" type="checkbox"/>	Principles of Pharmacology	2
<input type="radio"/>	<input type="radio"/>	RESP 2705	<input checked="" type="checkbox"/>	Clinical Applications I	4
<input type="radio"/>	<input type="radio"/>	RESP 2715	<input checked="" type="checkbox"/>	Specialty Clinical Experiences	1
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>	RESP 2725	<input checked="" type="checkbox"/>	Clinical Applications II	3
Required Course Credit Hour Sub-Total					45
Elective Courses					
<input type="radio"/>	<input type="radio"/>			THE BS will have the previous AAS courses, 37 hours of GE and...	
<input type="radio"/>	<input type="radio"/>	ZOOL 4400		Pathophysiology	4
<input type="radio"/>	<input type="radio"/>	RESP 3210	<input checked="" type="checkbox"/>	Advanced Cardiopulmonary Anatomy and Physiology	2
<input type="radio"/>	<input type="radio"/>	RESP 3220	<input checked="" type="checkbox"/>	Advanced Cardiopulmonary Pathophysiology	2
<input type="radio"/>	<input type="radio"/>	RESP 3230	<input checked="" type="checkbox"/>	Advanced Cardiopulmonary Technology	2
<input type="radio"/>	<input type="radio"/>	RESP 3260	<input checked="" type="checkbox"/>	Neonatal/Pediatric Respiratory Care	2
<input type="radio"/>	<input type="radio"/>	RESP 3270	<input checked="" type="checkbox"/>	Adult Critical Care	2
<input type="radio"/>	<input type="radio"/>	RESP 3280	<input checked="" type="checkbox"/>	Patient Care Continuum/Quality Management	3

		Course Number	NEW Course	Course Title	Credit Hours
<input type="radio"/>	<input type="radio"/>	RESP 3765	×	Clinical Applications of Neonatal/Pediatric Respiratory Care	4
<input type="radio"/>	<input type="radio"/>	RESP 3775	×	Clinical Applications of Adult Critical Care	4
<input type="radio"/>	<input type="radio"/>	RESP 3785	×	Clinical Applications III / Continuum of Care	2
<input type="radio"/>	<input type="radio"/>	RESP 3800	×	Clinical Simulation Seminar	3
<input type="radio"/>	<input type="radio"/>	RESP 4615	×	Advanced Patient Assessment (1)	2
<input type="radio"/>	<input type="radio"/>	RESP 4630	×	Continuous Quality Assessment and Improvement	2
<input type="radio"/>	<input type="radio"/>			A minimum of 7 hours must be selected from the following upper <input type="radio"/>	7
<input type="radio"/>	<input type="radio"/>	RESP 3510	×	Anatomy and Physiology of Sleep (3)	
<input type="radio"/>	<input type="radio"/>	RESP 3520	×	Introduction to Sleep Disorders (3)	
<input type="radio"/>	<input type="radio"/>	RESP 3530	×	Instrumentation and Computers in Polysomnography (3)	
<input type="radio"/>	<input type="radio"/>	RESP 3550	×	Therapeutics of Managing Sleep Apnea (2)	
<input type="radio"/>	<input type="radio"/>	RESP 489R	×	Student Research (1-4)	
<input type="radio"/>	<input type="radio"/>	RESP 494R	×	Student Seminar (1)	
<input type="radio"/>	<input type="radio"/>	NURS 4520		Navigating Health Systems (3)	
<input type="radio"/>	<input type="radio"/>	HLTH 3800		Epidemiology (3)	
<input type="radio"/>	<input type="radio"/>	INFO 3700		Health Informatics Fundamentals (3)	
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Elective Credit Hour Sub-Total					41
Core Curriculum Credit Hour Sub-Total					123

Program Curriculum Narrative

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

Only one course has variable credit, RESP 489R, Student Research (undergraduate research). The number of credit hours is determined by the number of hours per week the student is working on the research project, but is limited to not exceed 4 credit hours per semester. This course has a credit hour to contact hour ratio of 1.0 credit per 3.0 of research hours.

Degree Map

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

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

Degree Map for AAS:

Fall of First Year

BIOL 1010 or General Biology 3
BIOL 1610 College Biology I
MATH 1030/1040/1050 or higher Quantitative Literacy 3
PSY 1010 General Psychology 3
ENGL 1010 Intro to Writing 3
Total Credits 12

Spring of First Year

ZOOL 2320 Human Anatomy 3
ZOOL 2325 Human Anatomy Lab 1
CHEM 1110 Elementary Chemistry for Health Sciences 4
PHIL 205G Ethics and Values 3
RESP 1540 Survey of Respiratory Therapy 1
Total Credits 12

Fall of Second Year

ZOOL 2420 Human Physiology 3
ZOOL 2425 Human Physiology Lab 1
MICR 2060 Microbiology for Health Professions 3
MICR 2065 Microbiology for Health Professions Lab 1
HLTH 1100 or Personal Health and Wellness 1
PES 1097 or Fitness for Life
Any approved Physical Education, Health, Safety or Environment Course
Total Credits 9

Spring of Second Year

RESP 2210 Elementary Cardiopulmonary Anatomy and Physiology 3
RESP 2145 Respiratory Therapy Modalities Lab 3
RESP 2300 Respiratory Therapy Modalities I 3
RESP 2310 Respiratory Therapy Modalities II 3
RESP 2250 Basic Patient Assessment 2
RESP 2705 Clinical Applications I 4
Total Credits 18

Summer of Second Year

RESP 2320 Essentials of Mechanical Ventilation 2
RESP 2230 Introductory Cardiopulmonary Pathophysiology 2
RESP 2165 Equipment Management Lab 3
RESP 2270 Application of Cardiopulmonary Diagnostics 4
RESP 2330 Entry Level Review 1

RESP 2520 Principles of Pharmacology 2
RESP 2715 Specialty Clinical Experiences 1
RESP 2725 Clinical Applications II 3
Total Credits 18

Degree Map for B.S.:

Fall of First Year
BIOL 1010 or General Biology 3
BIOL 1610 College Biology I
MATH 1030/1040/1050 or Higher Quantitative Literacy 3
PSY 1010 General Psychology 3
ENGL 1010 Intro to Writing 3
HIST 1700 or American Civilization 3
HIST 2700 and US History to 1877
HIST 2710 or US History after 1877
HIST 1740 or US Economic History
POLS 1000 or American Heritage
POLS 1100 American National Government
Total Credits 15

Spring of First Year
ZOOL 2320 Human Anatomy 3
ZOOL 2325 Human Anatomy Lab 1
CHEM 1110 Elementary Chemistry for Health Sciences 4
ENGL 2010 or Intermediate Writing—Humanities and Social Sciences or * 3
ENGL 2020 Intermediate Writing—Science and Technology*
PHIL 205G Ethics and Values 3
RESP 1540 Survey of Respiratory Therapy 1
Total Credits 15

Fall of Second Year
ZOOL 2420 Human Physiology 3
ZOOL 2425 Human Physiology Lab 1
MICR 2060 Microbiology for Health Professions 3
MICR 2065 Microbiology for Health Professions Lab 1
HLTH 1100 or Personal Health and Wellness 2
PES 1097 Fitness for Life
Humanities Distribution 3
Fine Arts Distribution 3
Total Credits 16

Spring of Second Year
RESP 2210 Elementary Cardiopulmonary Anatomy and Physiology 3
RESP 2145 Respiratory Therapy Modalities Lab 3
RESP 2300 Respiratory Therapy Modalities I 3
RESP 2310 Respiratory Therapy Modalities II 3
RESP 2250 Basic Patient Assessment 2
RESP 2705 Clinical Applications I 4
Total Credits 18

Summer of Second Year
RESP 2320 Essentials of Mechanical Ventilation 2

RESP 2230 Introductory Cardiopulmonary Pathophysiology 2
RESP 2165 Equipment Management Lab 3
RESP 2270 Application of Cardiopulmonary Diagnostics 4
RESP 2330 Entry Level Review 1
RESP 2520 Principles of Pharmacology 2
RESP 2715 Specialty Clinical Experiences 1
RESP 2725 Clinical Applications II 3
Total Credits 18

Fall of Third Year

ZOOL 4400 Pathophysiology 4
RESP 3210 Advanced Cardiopulmonary Anatomy and Physiology 2
RESP 3270 Adult Critical Care 2
RESP 3280 Patient Care Continuum/Quality Management 3
RESP 3775 Clinical Practice/Adult Intensive Care 4
RESP 3785 Clinical Applications III /Continuum of Care 2
Total Credits 17

Spring of Third Year

RESP 3220 Advanced Cardiopulmonary Pathophysiology 2
RESP 3230 Advanced Cardiopulmonary Technology 2
RESP 3260 Neonatal/Pediatric Respiratory Care 2
RESP 3760 Clinical Application of Neonatal/Pediatric Respiratory Care 4
RESP 3800 Clinical Simulation Seminar 3
Upper Division Elective 3
Total Credits 16

Fall of Fourth Year

RESP 4615 Advanced Patient Assessment 2
RESP 4630 Continuous Quality Improvement 2
Upper Division Elective 3
Upper Division Elective 1
Total Credits 8

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	1			
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters		2		
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants	/ / / / /	/ / / / /		
Staff: Full Time				
Staff: Part Time				

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Mark	Bracken	T	Ph.D	BYU, RRT	20%	
Part Time Faculty							
	Robert	Guenther		B.S.	BYU, RRT	Per Credit Hour Ta ⁺	
	Gary	Clawson		Ph.D.	BA Humanities BYU M.S. Health Science BYU	Per Credit Hour Ta ⁺	
	David	Nielson		B.S.	RRT WSU. ASN Excelsior College	Per Credit Hour Ta ⁺	

Part III: New Faculty / Staff Projections for Proposed Program

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate			1	Ph.D. RRT with 20 years Teaching Experience in RRT	
Faculty: Full Time with Masters		2		M.S., RRT with 2 years teaching Experience in RRT Programs	100%
Faculty: Part Time with Masters			1	M.S. RRT with Experience Teaching in RRT programs	
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate			2	B.S. RRT With Experience Teaching in RRT programs	
Teaching / Graduate Assistants	/ / / / /	/ / / / /			
Staff: Full Time			1	Academic Advisor	25%
Staff: Part Time			1	Administrative Assistant Experience	30%

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	2,017	20	40	40	40	40
# of Majors in Proposed Program(s)						
# of Graduates from Department	2,019	0		20	20	20
# Graduates in New Program(s)						
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$0	\$264,744	\$307,724	\$323,404		
Operating Expenses (equipment, travel, resources)	\$0	\$17,000	\$17,000	\$17,000		
Other:	\$0	\$0	\$0	\$0		
TOTAL PROGRAM EXPENSES		\$281,744	\$324,724	\$340,404		
TOTAL EXPENSES	\$0	\$281,744	\$324,724	\$340,404		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition		\$61,307	\$222,640	\$254,907		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$61,307	\$222,640	\$254,907		
TOTAL DEPARTMENT FUNDING	\$0	\$61,307	\$222,640	\$254,907		
Difference						
Funding - Expense	\$0	(\$220,437)	(\$102,084)	(\$85,497)		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Cost associated with starting and maintaining the program are primarily associated with the hiring of two full-time faculty, a program director, a clinical director, and the hourly budget to pay for adjunct faculty who teach as professionals in residence. The expenses directly associated with instructional cost will total \$281,744 for the first year and as more cohorts are added, the instructional cost will rise to \$323,404 per year. \$17,000 per year will be to pay for equipment associated with maintenance of simulation systems, computers, and travel.

Part III: Describe funding sources

Revenue Narrative 1

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

In the realignment of the College of Science and Health (CSH) and the College of Aviation and Public Services CAPS, certain financial resources will be transferred from the CSH to CAPS. In the formation of the Department of Allied Sciences from what is now the Department of Dental Hygiene, there will be some reallocations for the new department. That will cover some of the administrative cost of the Respiratory Therapy Program.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Funding for the program will only be state appropriation to base and by tuition. Tuition for the program will be normal undergraduate tuition

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Salt Lake Community College – Associate of Applied Science in Hospitality Management

Issue

Salt Lake Community College requests approval to offer an Associate of Applied Science (AAS) in Hospitality Management effective in fall 2017. The institutional Board of Trustees approved the degree on April 12, 2017.

Background

The proposed AAS in Hospitality Management would be offered through the School of Business and Culinary Arts Institute at SLCC, emphasizing skills in business, customer relations, and problem solving to prepare graduates for entry-level management positions. Within the AAS are certificates of proficiency in Business Basics, Food Service Basics, and Hospitality Basics; the three certificates and additional general education courses combine to comprise the proposed 64-credit-hour AAS. Industry-imbedded learning opportunities (e.g., job shadowing, cooperative work placements, internships) are also part of the proposed degree. And, while an AAS is considered to be a terminal degree, credits from the proposed AAS could be transferred and applied to related baccalaureate programs at other institutions in the Utah System of Higher Education.

Working with employers, SLCC has developed the aforementioned certificates of proficiency to be either standalone programs leading to immediate employment or as programs that could be “stacked” to earn the full AAS in Hospitality Management. Many of the courses in the proposed AAS are already taught at SLCC, with new courses to be added related to food and beverage, event planning, and hotel operations. Current SLCC students in culinary arts have expressed interest in the proposed program, so funding has been identified to hire new full- and part-time faculty as needed in anticipation of strong student demand. The proposal presents labor market and wage information for managers, supervisors, and clerks in convention, food, and lodging establishments, with annual salaries as high as nearly \$45,000 and steady job growth projected for northern Utah.

Policy Issues

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

Lake Community College's request to offer an AAS in Hospitality Management. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Salt Lake Community College to offer an Associate of Applied Science in Hospitality Management.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Salt Lake Community College requests approval to offer the following Associate's degree(s): Hospitality Management effective Fall 2017. This program was approved by the institutional Board of Trustees on April 12, 2017.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The AAS in Hospitality Management is designed to prepare students for entry-level management responsibility in the dynamic field of hospitality. Serving both those new to the industry and incumbent workers, the curriculum emphasizes a broad base of industry skills built on a strong business core, customer relations skills, and creative problem solving. To address the broad skill range that incoming students may bring, the program will include theoretical foundations of critical aspects of hospitality management and will industry-embedded learning opportunities in the form of job shadowing, cooperative work placements, and internships.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policy312/.

SLCC's Mission Statement is: "Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment." The hospitality management field is a growing, already high-demand field in the state of Utah. Preparing students to fill important positions in hotels and food service operations that support the tourism industry benefits employers and the State, and provides meaningful employment for program graduates.

Section III: Needs Assessment

Program Rationale

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

Hospitality industry changes and anticipated growth are transforming the nature of required industry credentials. More and more, employers are looking to academic credentials and industry certifications to ensure that prospective employees have fulfilled at least minimum standards. The state of Utah has a goal to increase the percentage of adult workers holding college credentials to 66% by the year 2020. Research has suggested that one of the largest gaps in educational attainment in the state is represented by the working-age population who have completed high school but have not earned a college credential. In response, regional CTE directors have met and agreed upon a state credentialing initiative. Through this initiative, members of regional CTE councils have developed plans for new programs of study, including both Associate of Applied Science degrees and short-term certificate programs. These programs lead to gainful employment and further educational attainment, including baccalaureate degrees.

The SLCC School of Business has worked with various employers to design a program that will allow graduates to obtain certificates of proficiency in Hospitality Basics and Food Service Basics for immediate employment and later stack these certificates together to earn an AAS degree in Business or Hospitality Management.

Labor Market Demand

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

Hospitality Management is a high market demand field in Northern Utah. Based on data from the Utah Department of Workforce Services, in 2014 there were 16,795 jobs including food service management, lodging management, meeting, convention and event planning, supervisors in food preparation and serving, and hotel, motel, and resort desk clerks. There were 944 openings in these occupations in 2014. These occupations have an average hourly wage of \$14.59 with the salary range from \$9.99 (hotel, motel, and resort desk clerks) to \$17.46 for lodging management positions.

Description	2014 Jobs	2024 Jobs	Increase	% Change	Avg. Hourly	Annual Openings
Food Service Managers	3,794	4,637	843	22%	\$15.38	162
Lodging Managers	1,180	1,246	66	6%	\$17.46	57
Meeting, Convention Event Planners	1,581	2,195	614	39%	\$21.66	88
First-line supervisors of Food Preparation and Serving Workers	7,314	9,052	1,738	24%	\$14.07	416
Hotel, Motel and Resort Clerks	2,925	3,551	626	21%	\$ 9.89	221
Total	16,795	20,680	3,887	23%		944

Source: Utah DWS Occupation Information Data Viewer (<http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do>)

Student Demand

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

An informal survey of student intent, via informal classroom discussion, was conducted of current SLCC culinary arts students to determine the level of interest if the college were to offer an AAS degree in Hospitality Management. Approximately 70% of those that participated indicated they would be interested an AAS in Hospitality Management.

Additionally, members of the Culinary Arts PAC identified a gap for trained individuals in the areas of hotel and food service management. This level of student interest, combined with the robust job market in the hospitality industry, support the need for additional educational programs.

Similar Programs

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

The following programs are offered throughout Utah:

- >The University of Utah offers a Sustainable Tourism & Hospitality Management emphasis within its BS/BA in Parks, Recreation, & Tourism and certificates of proficiency in Sustainable Tourism and Hospitality Operations.
- >Southern Utah University offers a BA/BS in Hotel, Resort and Hospitality Management and a minor in Hotel, Resort and Hospitality Management.
- >Utah State University offers a baccalaureate minor in Hospitality and Tourism Management.
- >Utah Valley University offers an AAS, AS, and BS in Hospitality Management; a BS in Business Management: Hospitality Management and a BS/BA in Integrated Studies, Hospitality Management emphasis.

The number of entry-level management positions in this industry continues to grow as tourism in Utah flourishes. While the University of Utah also serves students in Salt Lake County, these programs are not accessible to students in SLCC's service area who do not qualify for admission to the University of Utah or lack financial means to attend there.

Collaboration with and Impact on Other USHE Institutions

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

This program is intended to be a direct workforce preparation program offered only within SLCC's designated service area and is not expected to impact enrollments in other Hospitality Management programs in Utah. The AAS program in Hospitality Management at UVU has similar learning outcomes and course requirements. SLCC will continue conversations with UVU to explore a potential program articulation with UVU's BS degree in Hospitality Management, as though students had completed UVU's AAS degree. In addition, although AAS degrees are not primarily designed for transfer, individual courses within the degree transfer to other USHE institutions as either programs requirements or electives that can be applied to a bachelor's degree in business, management, culinary arts, hospitality management, or other related fields.

Additional conversations are taking place with the University of Utah and Southern Utah University about transfer pathways to those resort and tourism focused BS degrees.

External Review and Accreditation

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

In order to keep the Career and Technical Education programs current with business and industry standards, the College has organized Program Advisory Committees (PACs). PACs consist of a number of Utah's industry leaders who have the responsibility of ensuring the viability of each CTE program by evaluating program equipment, space, curriculum, budget, and enrollment needs. Appropriate recommendations are then made to improve each program.

The Culinary Arts PAC, whose members are listed below, participated in the development and vetting of this program proposal. In addition, they will be providing cooperative education and internship opportunities to Hospitality Management students to help them develop the skills necessary for employment in this field. SLCC anticipates a future PAC specific to Hospitality Management with representation from hotel and restaurant industries.

Melva Sine, PAC Chair, Utah Restaurant Association
Natalie Hancock, Canyons School District
Maxine Turner, Cuisine Unlimited
Penny Moline, Davis Applied Technology Center
Ruth Dallas, Granite School District
Nancy Lunak, Jordan School District
Jason Innes, Nicholas and Company
Wendy Hunter, Nu Skin
Dennis Bromley, Salt Lake Community College
Paul Benner, Salt Lake Community College
Jeffrey Coker, Salt Lake Community College
Basil Chelemes, Salt Lake Community College
Stacey Case, Salt Lake Community College
John Wiemer, Salt Lake Community College
Tom Nelson, Salt Lake Community College
Kenneth Grover, Salt Lake School District
Michael Hansen, Bintz Restaurant Supply
Vicki Nelson, Tooele School District
Andrea Gamble, Utah Department of Health
Pearl Hart, Utah State Board of Education
Michele Corigliano, Salt Lake Restaurant Association

Section IV: Program Details

Graduation Standards and Number of Credits

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

Students must complete the three certificates of proficiency (CP) listed below plus the required general education core (15 credits minimum) to qualify for the AAS in Hospitality Management. Note that CHEF 1320 - Fundamentals of Cost Control (QS) counts both for the Food Service Basics certificate and general education core, thus reducing the total credit count from 67 to 64. As with all SLCC degrees, students must maintain an SLCC cumulative GPA of 2.0 or higher to graduate with an AAS in Hospitality Management.

AAS in Hospitality Management Requirements:

General Education (15 credits)
Business Basics CP (18 credits)
Hospitality Basics CP (18 credits)
Food Service Basics CP (16 credits)

Admission Requirements

List admission requirements specific to the proposed program.

SLCC is an open admission institution; this program has no additional admission requirements.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

SLCC School of Business has adequate resources, facilities, and personnel to administer the Hospitality Management program. Courses will be taught primarily at the Miller Campus using existing instructors and classrooms. Selected courses will be offered online in the future.

There will be no impact on lower-division education outside the program.

Faculty

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

Two existing full-time faculty members are in place to deliver instruction in this program. One additional full-time faculty member will need to be hired to support program growth. These faculty will be hired using institutional funds generated through program tuition dollars and appropriated funds freed up from faculty retirements in low-growth areas of the college.

The college supports professional development and/or Health and Wellness through tuition waivers and tuition

reimbursements. The College also offers specialized conferences at no expense and attached to small stipends at various times on different days during the school year. The FTLC (Faculty Teaching and Learning Center) also offers ongoing workshops for faculty on several subjects, including digital media assistance, online tutorials, and easy access to equipment and facilities. The Faculty Teaching and Learning Center also supports faculty innovation through its Teaching and Learning Grant (TLG) program, a new cycle of which begins each fall semester. Faculty can apply for grants to support their involvement in Learning Communities, Diversity Courses, Internationalizing the Curriculum, Technology in the Classroom, or other kinds of pedagogical innovation.

Staff

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

Existing staff are in place to support the proposed program. The Culinary Arts and Management & Marketing Divisions are each supervised by an Associate Dean and supported by a full-time administrative assistant. Courses and faculty in both divisions support this program. Existing program advisors for the School of Business will support students, and tutors are available through the Business Resource Instructional Center. No additional staff are needed.

Student Advisement

Describe how students in the proposed program will be advised.

Specific advisors are assigned to programs in the School of Business, but all advisors are well qualified to assist any student regardless of the discipline or major. There is a designated academic advisor assigned to Culinary Arts and Hospitality Management. In addition, faculty members and the associate deans are available to offer career and academic advice.

Library and Information Resources

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

Salt Lake Community College has sufficient resources, including a permanent on-site library, to meet the needs of the students completing the AAS degree in Hospitality Management. There are open computer labs available for students in various locations within the School of Business that are supervised by full- and part-time employees.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

SLCC is committed to fostering and assessing the following student learning outcomes in its programs and courses. The program's learning outcomes are connected to these college-wide student learning outcomes (SLOs):

1. Acquire substantive knowledge
2. Communicate effectively
3. Develop quantitative literacies
4. Think critically & creatively
5. Become a community engaged learner
6. Work in professional & constructive manner
7. Develop computer & information literacy
8. Develop lifelong wellness

The Hospitality Management program student learning-outcomes align to SLCC college-wide student learning outcomes (SLOs):

- Acquire and correctly use general industry information, technical skills, and certifications for employment in the hospitality industry. (SLO 1)
- Demonstrate effective oral, written and numerical communication skills in a positive, professional, and ethical manner with customers and colleagues of diverse backgrounds. (SLO 2 & SLO 3)
- Demonstrate and accurately interpret standard performance indicators of the organization's financial health. (SLO 1 & SLO 3)
- Utilize research and problem-solving techniques to employ "out of the box" critical thinking skills in a variety of hospitality situations. (SLO 1, SLO 3 & SLO 4)
- Display a professional image, positive attitude, strong work ethic, and recognize your role in the success of the organization and community where you are employed. (SLO 1, SLO 5, SLO 6 & SLO 8)
- Use appropriate technology for written communication, information gathering, and data analysis to facilitate smooth operation of a hospitality organization. ((SLO 1, SLO 2, SLO 3 & SLO 7)
- Develop leadership and supervisory skills, and an appreciation of diversity to support the organization and its goals. (SLO 1 & SLO 6)

Courses within the Hospitality Management program will use a variety of methods to assess student mastery of desired student learning outcomes. Those methods will include quizzes and exams, written papers, oral presentations, projects, and practical demonstrations of student abilities. Results of the assessments of student learning outcomes will be gathered, tabulated, and reported by the department to the School of Business assessment committee for submission to the College.

Student Standards of Performance

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

Forms used in the College curriculum review and oversight processes integrate Student Learning Outcomes statements into Course Curriculum Outlines (CCOs) and Program Curriculum Outlines (PCOs). SLCC's 2007 Northwest Focused Visit evaluator noted variability in the rigor of outcomes statements in PCOs. Under the guidance of the School Curriculum committees, faculty members have revised and improved CCOs and PCOs to contain more specific statements of expected learning outcomes as well as how they will assess those expected outcomes. This collective work has brought about a change in faculty understanding and attitude toward SLOA, as noted by the Deans in their school reports. <http://www.slcc.edu/aap/StuLearningOutcomesMatrices.asp>.

To promote consistency of the same course taught by different instructors, Northwest accreditation has required that SLCC have a current Course Curriculum Outline on file for every credit-bearing course taught.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					12
Required Courses					
+	-	ACCT 2020		Managerial Accounting	3
+	-	CHEF 1115	×	ServSafe for Food Service Mgrs	1
+	-	CHEF 1120		Introduction to Hospitality	3
+	-	CHEF 1200		Cuisine & Culture	3
+	-	CHEF 1210		Food & Beverage Service	3
+	-	CHEF 1320		Fundamentals of Cost Control (QS)	3
+	-	CHEF 2410		Purchasing	3
+	-	HOSP 1200	×	Food & Beverage Management	3
+	-	HOSP 2400	×	Event Planning & Management	3
+	-	HOSP 2500	×	Hotel Operations Management	3
+	-	BUS 1010		Introduction to Business (IN,HR)	3
+	-	MGT 1600		Management Essentials	3
+	-	MGT 2070		Human Resource Management	3
+	-	MKTG 1030		Introduction to Marketing	3
Choose 1 of the following courses:					
+	-	ACCT 1110		Financial Accounting I	3
+	-	ACCT 2010		Survey of Financial Accounting	3
+	-			Choose 1 of the following courses:	
+	-	CSIS 2010		Business Computer Applications	3
+	-	MGT 2050		Legal Environment of Business	3
Required Course Credit Hour Sub-Total					
Required Course Credit Hour Sub-Total					46
Elective Courses					
+	-			Choose 6 credit hours from the courses listed below:	
+	-	CHEF 1300		Food Preparation I	3
+	-	CHEF 1330		Foundation of Wine	3
+	-	CHEF 2330		Advanced French Wines	3
+	-	CHEF 2680		Catering Management	3
+	-	MGT 2020		Entrepreneurship	3
+	-	BUS 1040		Workplace Ethics	3
+	-	MKTG 1910		Event Marketing	3
+	-	HOSP 2000	×	Hospitality Co-Op	3

		Course Number	NEW Course	Course Title	Credit Hours
Elective Credit Hour Sub-Total					6
Core Curriculum Credit Hour Sub-Total					64

Program Curriculum Narrative

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

None

Degree Map

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

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
CHEF 1115 - ServSafe for Food Service Mgrs	1	HOSP 1200 - Food & Beverage Management	3
CHEF 1120 - Intro to Hospitality	3	MKTG 1030 - Intro to Marketing	3
CHEF 1320 - Fundamentals Cost Control (QS)	3	MGT 1600 - Management Essentials	3
ENGL 1010 - Intro to Writing (EN)	3	CHEF 1200 - Cuisine & Culture	3
MKTG 1960 - Professionalism in Business (HR)	3	CHEF 1210 - Food & Beverage Services	3
BUS 1010 - Intro to Business (IN, HR)	3		
Total	16	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
ACCT 1110 or 2010 - Financial Accounting	3	ACCT 2020 - Managerial Accounting	3
ECON 2010 - Principles Microeconomics (SS)	3	MGT 2070 - Human Resource Management	3
CSIS 2010 - Spreadsheets & Databases	3	HOSP 2500 - Hotel Operations Management	3
BUS 2200 - Business Communication (CM,IN)	3	CHEF 2410 - Purchasing	3
HOSP 2400 - Event Planning & Management	3	Elective	3
		Elective	3
Total	15	Total	18
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Total		Total	
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Total		Total	

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate				
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters		2		
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants	/ / / / /	/ / / / /		
Staff: Full Time				
Staff: Part Time				

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Basil	Chelemes	T	MBA	Westminster College	20	
	James	Bielefeld	TT	MBA	Strayer University	80	
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters		1		MBA with Hospitality Emphasis	100
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	/ / / / /	/ / / / /			
Staff: Full Time					
Staff: Part Time			1		

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department		20	35	55	80	110
# of Majors in Proposed Program(s)	////	8	20	35	45	55
# of Graduates from Department		20	28	48	55	85
# Graduates in New Program(s)	////		8	20	35	45
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$0	\$160,000	\$165,000	\$260,000		
Operating Expenses (equipment, travel, resources)	\$0	\$50,000	\$56,000	\$60,000		
Other:						
TOTAL PROGRAM EXPENSES	////	\$210,000	\$221,000	\$320,000		
TOTAL EXPENSES	\$0	\$210,000	\$221,000	\$320,000		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation		\$210,000	\$221,000	\$320,000		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$210,000	\$221,000	\$320,000		
TOTAL DEPARTMENT FUNDING	\$0	\$210,000	\$221,000	\$320,000		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Current faculty in this program will devote a percentage of their time to Hospitality Management. There will be no increase in salary and benefits for these faculty members. SLCC anticipates hiring one full-time dedicated faculty member to Hospitality Management in year 3.

Part III: Describe funding sources

Revenue Narrative 1

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

The funding source for this program is from SLCC tuition and fees and appropriate E&G funds.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

In addition to appropriated funds, federal Carl D. Perkins funds will be used to purchase equipment and provide student and faculty support as appropriate.

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Salt Lake Community College – Associate of Applied Science in Respiratory Therapy

Issue

Salt Lake Community College (SLCC) requests approval to offer an Associate of Applied Science in Respiratory Therapy effective Fall Semester, 2017. The proposed program was approved by the institutional Board of Trustees March 8, 2017.

Background

Healthcare industry leaders approached SLCC regarding demand for respiratory therapists along the Wasatch Front. Following this discussion, workforce data and current market capacity information were reviewed. A survey was completed to determine the need for an additional program to serve the Salt Lake Metropolitan area. The data suggested a need exists for a respiratory therapy (RT) program in the Salt Lake area in addition to current programs offered by a couple of private institutions and the future planned entry of an on-going baccalaureate satellite program from Weber State University. The SLCC program will be offered in the evening, providing an option for students that is not currently available from other local programs.

The SLCC program will enable students to utilize critical thinking as they apply theory and techniques in a wide variety of clinical settings. Professional practice will involve evaluating, treating, and managing patients of all ages with respiratory illnesses and other cardiopulmonary disorders.

Salt Lake Community College will seek accreditation through the Commission on Accreditation for Respiratory Care (CoARC). Of note, CoARC is following an industry trend to encourage more RTs to possess a baccalaureate degree. As such, all associate degree RT programs must have accreditation in process no later than November, 2017 in order for graduates to qualify to take certification exams from the National Board for Respiratory Care (NBRC). After that date only new RT baccalaureate programs will be eligible for CoARC accreditation. Successful completion of NBRC exams leads to certification as a Certified Registered Therapist (CRT) and a Registered Respiratory Therapist (RRT). The CRT is the minimum credential a person must earn in order to be licensed and to practice as a respiratory therapist.

Salt Lake Community College has initiated discussions with Weber State University and Utah Valley University to develop pathways for students who wish to earn baccalaureate degrees in respiratory therapy and related programs.

The SLCC program will require prerequisites consisting of 16 general education credits and 53 credits of respiratory therapy courses. The institution has convened a team of external stakeholders to evaluate and align the curriculum per CoARC standards. The group has: 1) identified and reviewed qualifications of faculty, 2) proposed curricula, 3) discussed laboratory resources, 4) created a time-line for program implementation, and 5) assessed the availability of sufficient clinical resources.

A review of the labor market for the respiratory therapists occupational category (SOC Code 29-1126) revealed the following information:

Area	Average Annual Median Wage- Utah Department of Workforce Services Data	Estimated Total Annual Job Openings- Utah Department of Workforce Services Data	Job Postings March, 2016 through February, 2017- Burning Glass Labor Insight Tool
Salt Lake Metro	\$59,230	30	119
Utah	\$57,770	50	233

Salt Lake Community College anticipates graduating 25 students per year from the respiratory therapy program.

Policy Issues

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

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Associate of Applied Science in Respiratory Therapy.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Salt Lake Community College requests approval to offer the following Associate's degree(s): Respiratory Therapy effective Fall 2017. This program was approved by the institutional Board of Trustees on 03/08/2017.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Associate of Applied Science (AAS) in Respiratory Therapy will help students utilize critical thinking in the study of theory and techniques in a wide variety of clinical settings to evaluate, treat, and manage patients of all ages with respiratory illnesses and other cardiopulmonary disorders. Upon successful completion of the core program, graduates will be eligible to take the National Board for Respiratory Care (NBRC) Therapist Multiple Choice Examination to become a Certified Respiratory Therapist (CRT) and the Clinical Simulation Examination to become a Registered Respiratory Therapist (RRT). The state of Utah requires respiratory care therapists to earn certification in order to be licensed and practice as respiratory therapists in the state.

Consistency with Institutional Mission

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

Salt Lake Community College's (SLCC) mission focuses on engaging and supporting students in an educational pathway leading to meaningful entry-level employment at the associate degree level. The program will provide students with curricular content that is consistent with the standard requirements of the Commission on Accreditation for Respiratory Care. The program will ensure that classroom, laboratory, and clinical activities contribute to the development of a competent graduate that will lead to meaningful employment and appropriate pathways into the profession.

Section III: Needs Assessment

Program Rationale

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

Initially, healthcare industry leaders approached SLCC regarding market demand for respiratory therapists along the Wasatch Front. Following this discussion, workforce data and extant school capacity information were reviewed. A survey was completed to determine the need for an additional school to serve the Salt Lake Metro area. The survey found Weber State University (WSU) graduates 60 students each year (40 from their Ogden location and 20 a year-alternating annually between Layton and Salt Lake locations). In addition private institutions, Stevens-Henager College in Salt Lake City and Independence University, offer respiratory therapy programs. Many of Independence University students are from outside the state of Utah and do not impact the local labor market. During 2015 SLCC identified 44 open positions in the Salt Lake Metro area with 30 more expected by the end of the year due to facility expansion and retirement. There are over twenty hospitals and 18 home-care companies that compete for respiratory therapy graduates. Based on data gathered, the Salt Lake Metro area needs an additional program to meet the need for qualified respiratory therapists in Salt Lake County. This program will be an evening program offering more flexibility in achieving a degree in respiratory therapy.

The Respiratory Therapy program at Salt Lake Community College will be instrumental in assisting the community with its ongoing and increasing shortage of qualified respiratory therapists in the Salt Lake Metro area. By offering the Respiratory Therapy program at the associate level, the SLCC and USHE benefit by fulfilling their mission of providing affordable education, meeting the educational needs of the citizens, and providing qualified entry-level professionals to meet the growing needs of industry.

Labor Market Demand

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

According to the U.S. Bureau of labor statistics report, the job outlook for the employment of respiratory therapists is projected to grow 12% from 2014 to 2024, faster than the average for all occupations. Growth in the middle-aged and elderly populations will lead to an increased incidence of respiratory conditions such as chronic obstructive pulmonary disease and pneumonia. Air quality in the Salt Lake Metro area could potentially increase the demand. Economic data from the Utah Department of Workforce Services demonstrates occupational demand, wages and annual openings for respiratory therapists in the area. Based upon the Utah Department of Workforce Services 2014-2024 employment projections, 30 jobs will be created in the Salt Lake Metro area over the next eight years with a median-hourly-earnings of \$28.48. Statewide, the increase in jobs will be 50, with 14,900 projected jobs increase nationwide.

Student Demand

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

The Respiratory Therapy Program Advisory Committee (PAC) was formed in 2016 and reports that the demand for qualified entry-level respiratory therapists is constant and that neither WSU nor Stevens-Henager College provide enough qualified entry-level respiratory therapy graduates to meet the needs of the profession in Salt Lake County. The turnover and retirement within the Intermountain Healthcare system alone could hire half of the proposed graduating cohort each year. Weber State University experienced an increase in student demand and started serving students in the Salt Lake metro area every odd year. However, the demand has still not been met.

Similar Programs

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

Within the Utah System of Higher Education Respiratory Therapy programs are offered at Weber State University (bachelor and associate of applied science degrees) and at Dixie State University (associate of applied science degree. Weber State University offers satellite baccalaureate programs in Layton and Provo. The Layton program alternates every other year between Salt Lake and Davis counties. Weber State University is making plans to discontinue its Provo program and establish an on-going baccalaureate program in the Salt Lake area. In addition to these existing programs, Utah Valley University is planning to develop associate of applied science and bachelor degree respiratory therapy programs for its service area to replace the Weber State University satellite program that will be discontinued.

Collaboration with and Impact on Other USHE Institutions

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

Salt Lake Community College plans to deliver the Respiratory Therapy program within its service area. There are collaborative efforts underway to facilitate a clear pathway for students who may want to continue their education at a four-year institution such as Weber State University or Utah Valley University.

External Review and Accreditation

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

The Respiratory Therapy program will seek accreditation through the Commission on Accreditation for Respiratory Care (CoARC). The School of Health Sciences convened a focus group of external stakeholders to evaluate the need for the program per CoARC standards and Career and Technical Education (CTE) best practice. The group has identified and reviewed qualifications of faculty, proposed curricula, discussed laboratory resources, has created a time-line for program implementation, and assessed the availability of sufficient clinical resources.

Anticipated cost associated with the accreditation process are as follows:

1. Letter of Intent Application - \$2,500
2. Provisional Self-Study Report - \$2,000
3. Site Visit - Actual Cost
4. If Accredited: Continuing Self-Study Report - \$1,500
4. If Accredited: Annual - \$1,900

Projected Time-line:

1. December 2016 - PAC/Focus group formed - will continue to meet at regular intervals
2. December 2016-March 2017 - Hire 2 full-time faculty, Curriculum Development, SLCC Curriculum Review, Submit R401 to Board of Regents
3. February 2017 - Letter of Intent submitted to CoARC, Marketing & Advertising, Continue Program Development Activities
4. January-May 2017 - Continued Program Development: Admissions, Assessment, Advising, Handbook, Library, Equipment, Externships
5. June 2017 - Prepare for On-Site Review
6. July 2017 - Hire Medical Director (P/T position required by CoARC)
7. August 2017 - New Class Starts
8. November 2017 - CoARC Board meets (Conferral of Provisional Accreditation)

Section IV: Program Details

Graduation Standards and Number of Credits

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

The program requires 16 credits of general education prerequisites. Upon completion of prerequisites, students may apply to the AAS degree in Respiratory Therapy. In order to receive an AAS degree, students must complete 53 credits of core Respiratory Therapy coursework which includes 700 clinical hours. A total of 69 credits will be required to graduate.

Admission Requirements

List admission requirements specific to the proposed program.

Applicants will apply for admission to SLCC and declare their major as Pre-Health Science. Students will schedule an appointment to meet with an Academic Advisor. Students must meet the following requirements:

- Completion of specified program prerequisites courses with a grade of "C" or better (See Appendix A)
- Complete the School of Health Sciences Respiratory Therapy Application packet
- Have a GPA of 2.5 or above on all pre-requisite courses

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

The program will be a part of the School of Health Sciences in the Division of Allied Health. The existing administrative structure is efficient and capable of supporting a new program without affecting other existing programs.

The School of Health Sciences/Jordan Campus Healing Arts (simulation) Lab is used during the day primarily for the nursing students. The Respiratory Therapy program will utilize classroom space and simulation lab as an evening program. There will not be any space or scheduling conflicts between the Nursing or Respiratory Therapy programs. An evening program will provide better utilization of the Healing Arts Lab. Two faculty offices and conference rooms are available to the program.

Faculty

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

New faculty holding a board certification and state license in Respiratory Care will be recruited to support the Respiratory Therapy program. The Office of Academic Affairs approved the hiring of two full-time faculty positions for the Respiratory Therapy program. Positions are posted on the College website.

Staff

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

Existing support staff that will support the Respiratory Therapy program includes the Division of Allied Health Associate Dean, the Associate Dean's Administrative Assistant and a pool of five secretaries/specialists in the School of Health Sciences.

Activities that will support the program include:

- a. Assist with purchases and travel arrangements
- b. Monitor and assist with training and professional development
- c. Provide assistance with copying, scanning, filing, printing, monitoring inventory, coordinating and taking minutes at program advisory meetings, assisting with the accreditation on-site visits and preparation with annual reports, assisting with technologies in the classroom, proctoring exams, student records, clinical files, and other duties as assigned.

Student Advisement

Describe how students in the proposed program will be advised.

General advising starts with assisting perspective students with enrolling in the Pre-Health Science major, and completing prerequisites for the Respiratory Therapy program. The School of Health Sciences has a specific program advisor assigned to each of its programs and an admissions coordinator. Students can schedule advising sessions to obtain a road-map for success, explore decision making, learn how to access resources and review academic goals. Students will also meet with the program coordinator throughout their program for further advising. The website is also an avenue for student advising.

Library and Information Resources

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

The campus library offers print books, periodical subscriptions, access to electronic database and reference titles (which may include full text articles and indexing/abstracting services), e-books, e-journals, and on-line video resources. Library staff provides assistance with research, reference questions, inter-library and inter-campus loans, and training in using the library resources and accessing the Internet.

New resources to be acquired include: American Journal of Respiratory & Critical Care Medicine; Pulmonary & Respiratory Medicine Journal; and American Association for Respiratory Care Journal. Textbooks and or e-books will include; Egan's Fundamentals of Respiratory Care, Mosby's Respiratory Care Equipment, Laboratory Exercise for Competency in Respiratory Care, Neonatal and Pediatric Respiratory Care, PDR for Respiratory Care, and Clinical Application of Mechanical Ventilation.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

The Respiratory Therapy program will align with CoARC standards and follow a systematic assessment process in the achievement of program goals and outcomes. The Respiratory Therapy program prepares students to become Registered Respiratory Therapists and to obtain state licensure. The program will prepare competent entry-level professionals in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. The Associate of Applied Science degree in Respiratory Therapy will prepare graduates to: 1) use critical thinking skills in active and reflective reasoning that integrate facts, informed opinions and observations to come up with action plans that are appropriately applied to respiratory therapy clinical settings; 2) function within inter-professional teams and communicate effectively with diverse populations, and utilize applicable problem solving strategies; 3) develop the knowledge and skills of core content with familiarity and understanding of respiratory care principles and develop sufficient scope and depth to achieve competence in all components of respiratory therapy practice.

The program goals will be reviewed by the program faculty, school administrative team (Provost, Dean & Associate Dean), and the program advisory committee. Ongoing review and analysis of program goals and outcomes will also include the College's Division of Institutional Effectiveness.

Student Standards of Performance

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

Standards and Competencies:

1. Graduates must be competent to perform all respiratory care diagnostic and therapeutic procedures required of a respiratory therapist entering the profession
2. Graduates must be able to function within inter-professional teams and communicate effectively with diverse populations
3. Graduates must be competent in the application of problem solving strategies in the patient care setting
4. Graduates must be competent in the application of ethical decision making and professional responsibility

Marketable Skills Students Should Achieve:

1. Acquiring and evaluating clinical data
2. Assessing the cardiopulmonary status of patients
3. Performing and assisting in the performance of prescribed diagnostic studies such as: obtaining blood samples, blood gas analysis, pulmonary function testing, and polysomnography

4. Evaluating data to assess the appropriateness of prescribed respiratory care
5. Establishing therapeutic goals for patients with cardiopulmonary disease
6. Participating in the development and modification of respiratory care plans
7. Case management of patients with cardiopulmonary and related diseases
8. Initiating prescribed respiratory care treatment, managing life support activities, evaluating and monitoring patient responses to such therapy and modifying the prescribed therapy to achieve the desired therapeutic objectives
9. Initiating and conducting prescribed pulmonary rehabilitation
10. Providing patient, family, and community education
11. Promoting cardiopulmonary wellness, disease prevention, and disease management
12. Promoting evidence-based practice by using established clinical practice guidelines (CPGs) and by evaluating published research for its relevance to patient care

These competencies were chosen to provide on-going training taking into consideration the constantly changing healthcare system and the impact on healthcare delivery. Students in the Respiratory Therapy program must gain the ability to perform all diagnostic and therapeutic procedures in a variety of respiratory patient-care settings. The skills provided are necessary to provide effective and efficient respiratory care services. In addition, the competencies addressed will ensure that as part of the students' preparation for practice they learn how to deliver respiratory care services in a safe, ethical and effective manner.

The program must provide evidence of compliance to the accrediting board (The Commission on Accreditation for Respiratory Care).

Formative Assessment

The formative assessment procedure will consist of utilizing the SLCC Division of Institutional Effectiveness. Students will be given an opportunity to participate in an on-line course evaluation system at the end of each semester. The evaluations give students the opportunity to provide input on instructional delivery, instructional design and assessment, and course management. Data from these evaluations will in-part measure the students' understanding of the competencies delivered, and to identify course strengths and weaknesses for improvement.

In addition to the institutional assessment process, the program will use standardized CoARC graduate and employer surveys as part of the program's ongoing self-assessment. Graduate and employer surveys will be administered six to twelve months after graduation, with the expectation of an 80% survey return rate and an overall satisfaction rate of 3 or higher on a 5-point Likert scale.

Summative Assessment

The Respiratory Therapy student must maintain a GPA of 3.0 and a grade of B or better in all respiratory therapy core courses, labs, and clinical assignments. To measure student learning, students will be measured through homework assignments; computer simulation assignments; research activities and reports; weekly quizzes and/or exams; laboratory competency assessments (in order to progress to the clinical practicum); and the clinical practicums. Exit exams will consist of the NBRC Therapist Multiple Choice Examination and the Clinical Simulation Examination. These are exams that qualify program graduates for professional certification.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					16
Required Courses					
<input type="radio"/>	<input type="radio"/>	RESP 1100	X	Introduction to Respiratory Therapy & Medical Terminology	3
<input type="radio"/>	<input type="radio"/>	RESP 1110	X	Cardiopulmonary Structure & Function	3
<input type="radio"/>	<input type="radio"/>	RESP 1120	X	Cardiopulmonary Infections & Diseases	3
<input type="radio"/>	<input type="radio"/>	RESP 1130	X	Respiratory Care Therapeutics I	3
<input type="radio"/>	<input type="radio"/>	RESP 1135	X	Therapeutics I Laboratory Practical	2
<input type="radio"/>	<input type="radio"/>	RESP 1200	X	Respiratory Care Pharmacology	3
<input type="radio"/>	<input type="radio"/>	RESP 1210	X	Cardiopulmonary Injuries & Disorders	3
<input type="radio"/>	<input type="radio"/>	RESP 1220	X	Respiratory Care Therapeutics II	3
<input type="radio"/>	<input type="radio"/>	RESP 1225	X	Therapeutics II Laboratory Practical	2
<input type="radio"/>	<input type="radio"/>	RESP 1230	X	Clinical Practice I	4
<input type="radio"/>	<input type="radio"/>	RESP 2300	X	Cardiopulmonary Diagnostics	3
<input type="radio"/>	<input type="radio"/>	RESP 2310	X	Mechanical Ventilation	3
<input type="radio"/>	<input type="radio"/>	RESP 2315	X	Adult Mechanical Ventilation Laboratory Practical	2
<input type="radio"/>	<input type="radio"/>	RESP 2320	X	Critical Care/ACLS	2
<input type="radio"/>	<input type="radio"/>	RESP 2330	X	Clinical Practice II	4
<input type="radio"/>	<input type="radio"/>	RESP 2410	X	Neonatal/Pediatric Respiratory Care	2
<input type="radio"/>	<input type="radio"/>	RESP 2415	X	Neonatal/Pediatric Care Laboratory Practical	2
<input type="radio"/>	<input type="radio"/>	RESP 2420	X	Comprehensive Review	1
<input type="radio"/>	<input type="radio"/>	RESP 2430	X	Clinical Practice III	5
Choose _____ of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Required Course Credit Hour Sub-Total					
					53
Elective Courses					
<input type="radio"/>	<input type="radio"/>				
Choose _____ of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Choose _____ of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				

		Course Number	NEW Course	Course Title	Credit Hours
				Choose of the following courses:	
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
				Choose of the following courses:	
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				Choose of the following courses:	
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				Choose of the following courses:	
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				Choose of the following courses:	
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<input type="radio"/>	<input type="radio"/>				
				Choose of the following courses:	
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
				Elective Credit Hour Sub-Total	0
				Core Curriculum Credit Hour Sub-Total	69

Program Curriculum Narrative

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

Degree Map

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

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
		ENGL 1010 - Intro to Writing (EN)	3
		MATH 1010 - Intermediate Algebra (QS)	3
		COMM 1010 - Effective Communication (CM)	3
		COMM 2110 - Interpersonal Communication (HP)	3
		CHEM 1010 - Introductory Chemistry (PS)	2
Total		Total	14
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
RESP 1100 - Intro to Respiratory Therapy & Med	3	RESP 1200 - Respiratory Care Therapeutics II	3
RESP 1110 - Cardiopulmonary Structure & Fun	3	RESP 1210 - Cardiopulmonary Injuries & Disor	3
RESP 1120 - Cardiopulmonary Infections & Dis	3	RESP 1220 - Respiratory Care Therapeutics II	3
RESP 1130 - Respiratory Care Therapeutics I	3	RESP 1225 - Therapeutics II Lab Practical	2
RESP 1135 - Therapeutics I Lab Practical	2	RESP 1230 - Clinical Practice	4
Total	14	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
RESP 2300 - Cardiopulmonary Diagnostics	3	RESP 2410 - Neonatal/Pediatric Respiratory C	2
RESP 2310 - Mechanical Ventilation	3	RESP 2415 - Neonatal/Pediatric Care Lab Pract	2
RESP 2315 - Adult Mechanical Ventilation Lab	2	RESP 2420 - Comprehensive Review	1
RESP 2320 - Critical Care/ACLS	2	RESP 2430 - Clinical Practice III	5
RESP 2330 - Clinical Practice II	4		
Total	14	Total	10
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Total		Total	

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate				
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters				
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate		1	1	
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants	/ / / / /	/ / / / /		
Staff: Full Time				
Staff: Part Time			5	




Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate			1	Licensed Physician and Board certified as recognized by the 	25%
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate		2		Registered Respiratory Therapy credential and current state 	100%
Faculty: Part Time with Baccalaureate			1	Registered Respiratory Therapist and current state license, 	50%
Teaching / Graduate Assistants	/ / / / /	/ / / / /			
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department						
# of Majors in Proposed Program(s)	////	25	50	50	50	50
# of Graduates from Department						
# Graduates in New Program(s)	////	0	25	25	25	25
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$102,600	\$30,000	\$30,000	\$30,000		
Operating Expenses (equipment, travel, resources)	\$80,000		\$0	\$0		
Other: Accreditation	\$7,400	\$0	\$0	\$0		
TOTAL PROGRAM EXPENSES	////	\$30,000	\$30,000	\$30,000		
TOTAL EXPENSES	\$190,000	\$220,000	\$220,000	\$220,000		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation	\$220,000					
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$220,000	\$220,000	\$220,000	\$220,000		
Difference						
Funding - Expense	\$30,000	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

For the year preceding implementation, a request is being made for 1 program director and 1 faculty clinical coordinator (\$102,600) including benefits, and \$7,400 for accreditation fees. Also operating expense of \$80,000 for the purchase of equipment and supplies. Additional budget needed for the 1st through 3rd year would be to add an adjunct medical director salary at \$30,000.

Program specific expenses will include;

1. Tuition & Fees - \$9223.00
2. Books & Supplies - \$1600
3. Lab Fees - \$900.00
4. National Board Exams - \$390
5. Uniforms - \$175
6. Clinical Rotation Fees - \$1500

Clinical practicum must provide sufficient preceptors to permit all students assigned to the clinical experience to be actively engaged in the learning process. The clinical rotation should not be greater than a 6-students to 1-preceptor/faculty ratio. The clinical rotation fee will be collected to pay the cost of 700 hours of clinical preceptor supervision.

Part III: Describe funding sources

Revenue Narrative 1

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

The proposed program will be funded by legislative appropriation already allocated. The College will support the proposed program through internal reallocation of funds where appropriate to regulate the use of appropriations. Continued development will be funded through general education funds, student fees and tuition.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

There are no new funding sources

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Capital Development Prioritization Process Review Discussion

Issue

The Board of Regents holds statutory responsibility for approving all new construction, repairs, and purchases of institutional facilities. In preparation for the 2018-19 capital development process, this presentation and discussion will review the Capital Development Prioritization (CDP) process as well as the status of capital development projects approved in prior years.

Background

Regent policy R741, *Capital Development Prioritization (CDP)* prescribes the process for ranking institutional state-funded capital facility requests by the Board of Regents. The prioritization process is comprised of two main components: a quantitative needs assessment made by staff at the Commissioner's Office and a qualitative appraisal by the Regents' Capital Facilities Committee.

The quantitative assessment scores capital projects based on how well the project fills particular institutional space needs as determined by enrollment data and existing space inventories. The quantitative assessment also scores the projects based on the amount of institutional and donor funds contributed, the condition of the facility, and institutional priority. Projects receive up to 105 points for this component of the CDP.

The qualitative component provides an additional 25 points called "Regent Priority Points" for the Capital Facilities Committee to allocate to projects for factors not included in the quantitative assessment. These points are designed by policy, R741 to reward projects that enhance institutional missions or further System-wide initiatives. Each year in May the Board of Regents adopts guidelines to govern the scoring of the Regent Priority Points. This year the Board will discuss changes to the guidelines for the 2018-19 capital development process.

The CDP process has successfully prioritized institutional projects over the last several years. The Legislature acknowledged the importance of the CDP process when it amended statute in 2016 to require the State Building Board to consider Regent rankings in their prioritization process. Last year the Legislature funded the Board's top three projects, which were also the Building Board's top three projects: the UU MED Complex, the DSU Human Performance Center, and the WSU Social Science remodel.

Every institution in the system now has at least one major building under construction. The following table shows the major construction projects under development in the USHE system. Estimated project completion dates and cost data are also provided.

Fiscal Year	Institution	Building	State Funding	Non-State Funding	Estimated Project Cost	Estimated Completion Date
2016	Snow	New Science Building	\$19,937,000	\$0	\$19,937,000	07/30/17
2016	UofU	Huntsman Cancer Institute	\$20,000,000	\$82,000,000	\$102,000,000	09/30/17
2016	UofU	Crocker Science Center	\$34,000,000	\$21,000,000	\$55,000,000	10/30/17
2016	USU	Clinical Services Building	\$10,000,000	\$20,000,000	\$30,000,000	12/01/17
2016	UofU	Orson Spencer Hall	\$0	\$60,000,000	\$60,000,000	08/01/18
2017	SLCC	Westpointe CTE Learning Center	\$42,590,500	\$250,000	\$42,840,500	03/01/18
2017	UofU	Eccles Executive Education Bldg.	\$0	\$50,000,000	\$50,000,000	06/14/18
2017	USU	Biological Sciences Building	\$38,000,000	\$7,000,000	\$45,000,000	10/15/18
2017	SUU	New Business Building	\$8,000,000	\$9,000,000	\$17,000,000	11/30/18
2017	UVU	Performing Arts Building	\$32,000,000	\$20,000,000	\$52,000,000	11/30/18
2018	WSU	Social Sciences Building	\$29,940,000*	\$5,000,000	\$34,940,000	2018/19
2018	DSU	Human Performance Center	\$25,000,000*	\$25,000,000	\$50,000,000	2019/20
2018	UofU	Medical Education and Discovery	\$50,000,000*	\$242,000,000	\$292,000,000	2020/21
			\$309,467,500	\$541,250,000	\$850,717,500	

* The three FY 2018 USHE projects approved by the State Legislature were only partially funded: \$5,000,000 for the UU MED Complex, \$8,000,000 for the DSU Human Performance Center, and \$15,000,000 for the WSU Social Science remodel. The legislature has committed to funding the additional \$78 million in future years' appropriations.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Salt Lake Community College – Campus Master Plan Approval

Issue

As required by Regent Policy R706, *Capital Facilities Master Planning* Salt Lake Community College (SLCC) is requesting approval of its institutional campus master plan, which was last approved on May 15, 2015.

Background

Regent Policy R706 requires the Board to review and approve institutional campus master plans on a biennial basis. SLCC requests the review and approval of its updated Campus Master Plan that was last formally approved on May 15, 2015. A letter from the College and a map and master plan of College locations are attached. University officials will attend the meeting to present this agenda item and to respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the Salt Lake Community College Campus Master Plan.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments



April 25, 2017

Board of Regents
c/o Commissioner David L. Buhler
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

RE: Presentation of 2017 Master Plan Update

Dear Commissioner Buhler,

Salt Lake Community College looks forward to welcoming the Board of Regents to campus on May 19th. As part of the activities, SLCC will present its current Master Plan update to the Regents' Finance and Facilities Committee for approval. Included is an attachment of the locations of where SLCC has campuses and centers. Details will be explained on the day of the presentation.

Malin Francis, Director of Planning & Design for Facilities Services will present the material to the Regents' Business Committee during the May 19th meetings. Again, we look forward to your visit.

Sincerely,

A handwritten signature in black ink, appearing to read "D R Klaus", with a stylized flourish at the end.

Dennis R. Klaus
Vice President for Business Services & CFO

cc: Malin Francis

WESTPOINTE CAMPUS

AIRPORT CENTER

LIBRARY SQUARE AND
COMMUNITY WRITING CENTER

SOUTH CITY CAMPUS

MEADOWBROOK CAMPUS

WEST VALLEY CENTER

TAYLORSVILLE REDWOOD CAMPUS

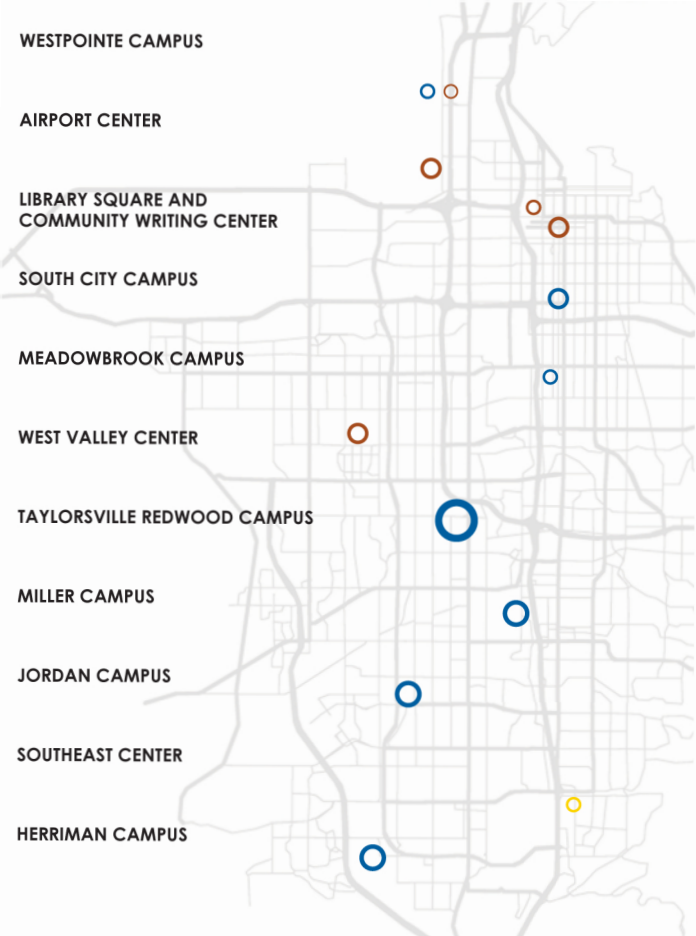
MILLER CAMPUS

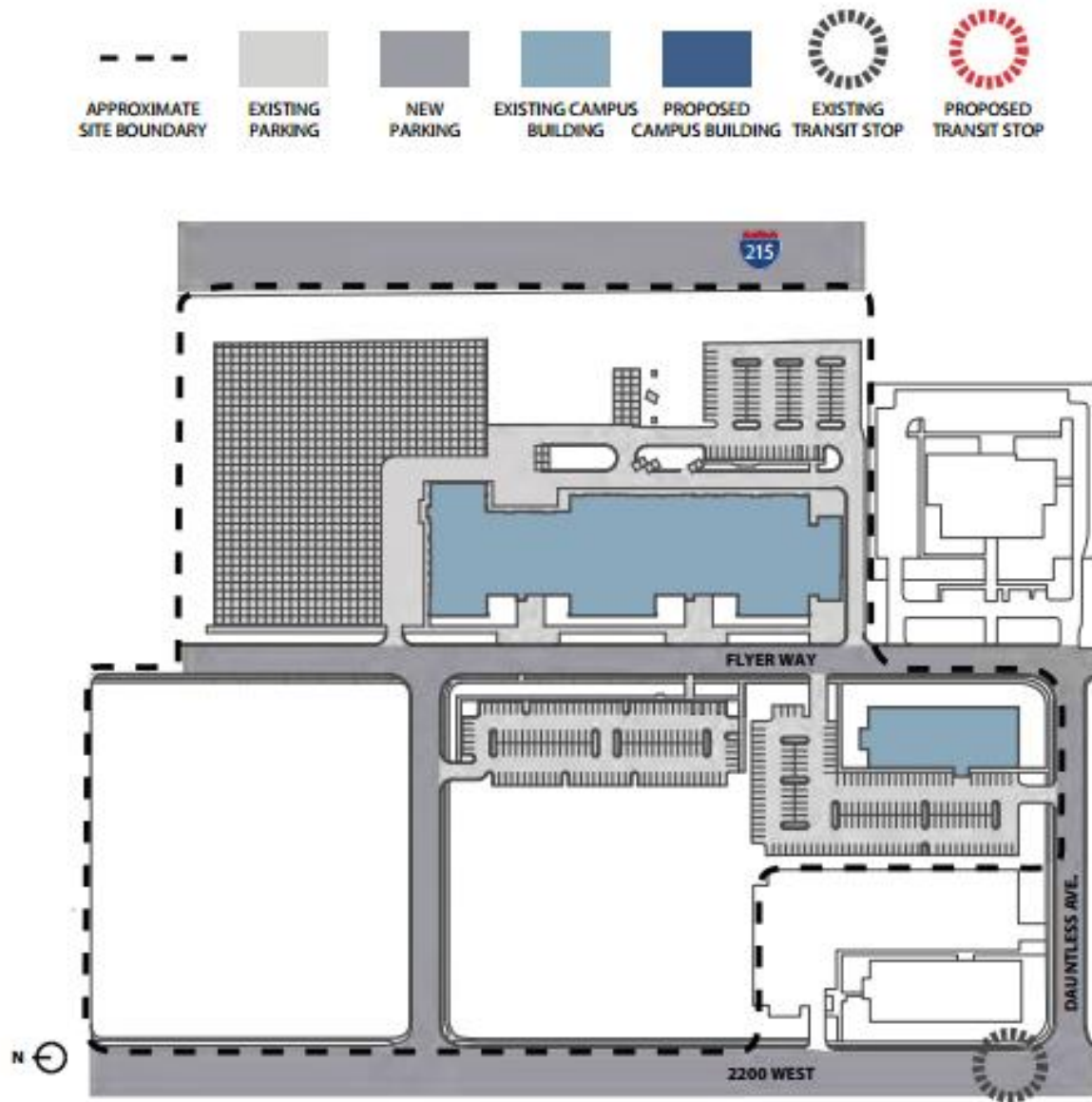
JORDAN CAMPUS

SOUTHEAST CENTER

HERRIMAN CAMPUS

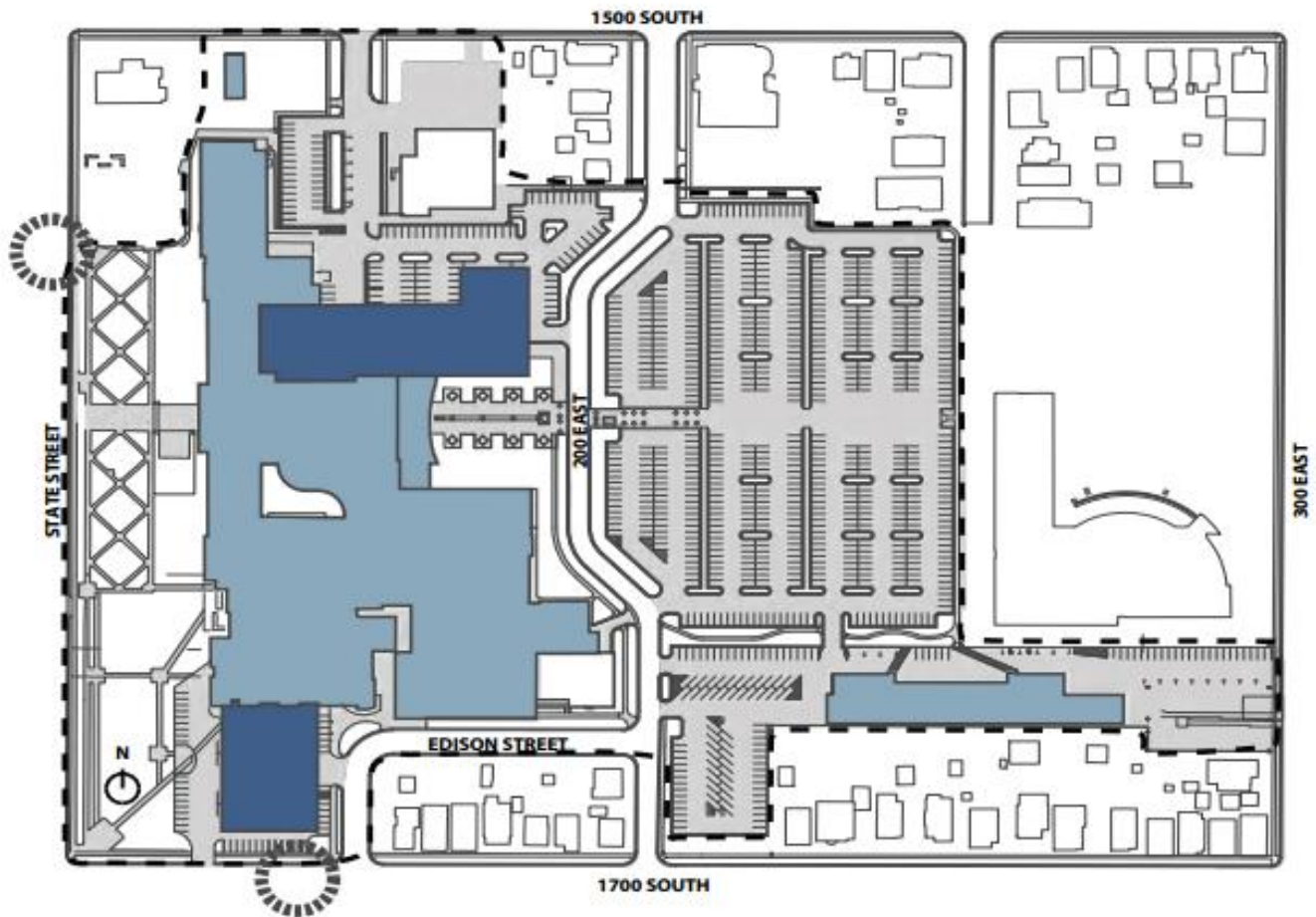
COMPREHENSIVE MAP





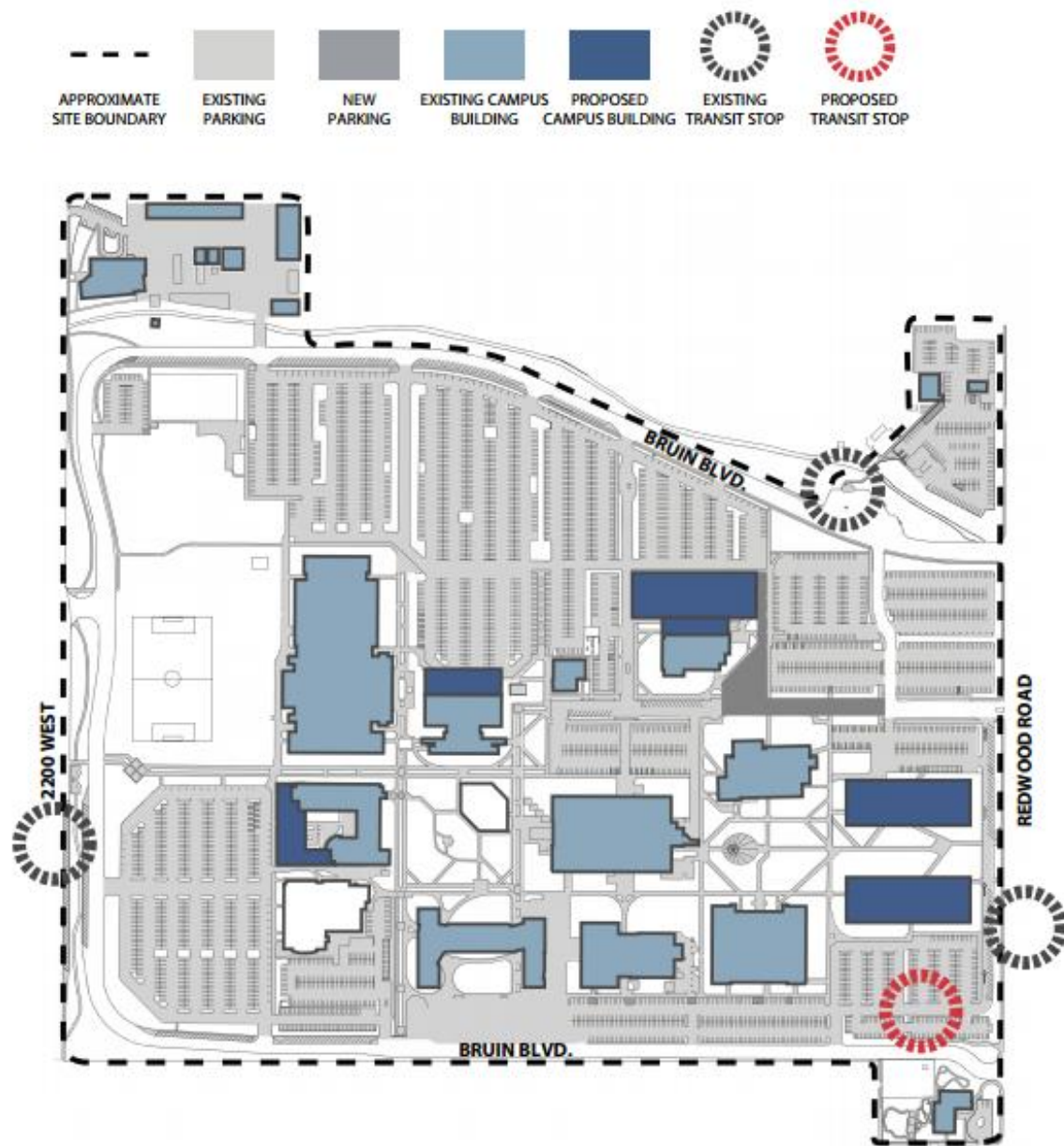
WESTPOINTE CAMPUS

The current location is at 2150 W. Dauntless Ave (1000 N.) in Salt Lake City. Westpointe Center is SLCC's northernmost campus. The College's new building is under construction at 1060 North Flyer Way.



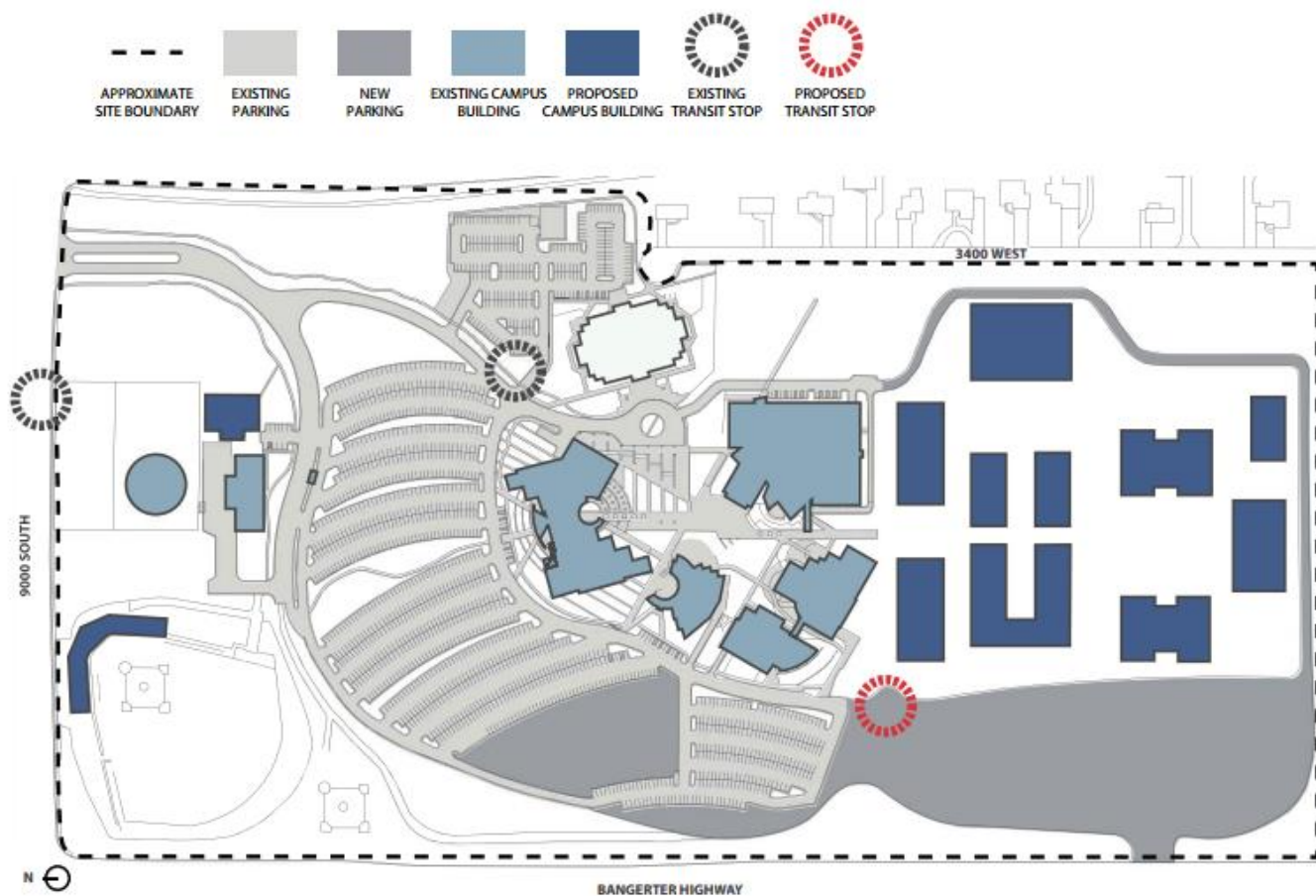
SOUTH CITY CAMPUS

Located at 1575 S. State Street, the College's South City Campus includes the remodeled South High School building and the industry-leading Center for Arts & Media (CAM).



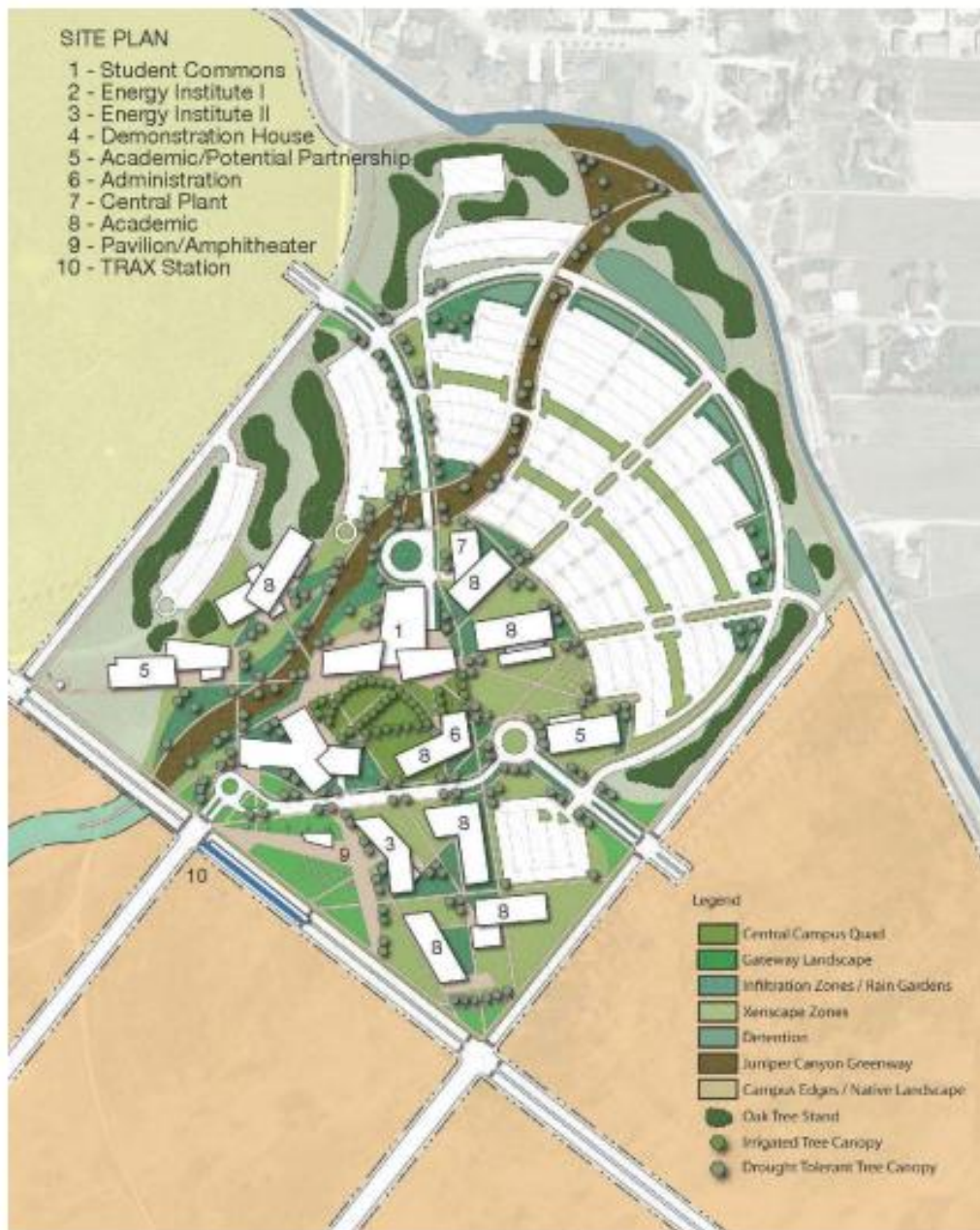
TAYLORSVILLE REDWOOD CAMPUS

Located at 4600 S. Redwood Road in Taylorsville, the Taylorsville Redwood Campus is the College's largest campus and harbors the college's main offices. Serving more than 15,000 students a year, the campus is spread across two city blocks in several academic buildings, a library, an amphitheater, a student center and athletic facilities—including the Lifetime Activities Center, Norma Carr Field for softball, and competition facilities for soccer and basketball. The College's partnership with the Utah Jazz has brought the National Basketball Association's Developmental League team—the Salt Lake City Stars—to the Taylorsville Redwood Campus where it plays home games and shares the court with the two-time national champion SLCC Bruins.



JORDAN CAMPUS

Located at 3491 W. 9000 S. in West Jordan, the Jordan Campus is the College's third full-service campus. The School of Health Sciences programs are located in the Health Sciences Center. Programs include dental hygiene, medical assistant, mortuary science, nursing, occupational therapy assistant, physical therapist assistant, radiologic technology and surgical technology.



HERRIMAN CAMPUS

SLCC's Herriman Campus will be located in Salt Lake County, adjacent to the Mountain View Corridor in the rapidly expanding city of Herriman.

The primary vision for Herriman Campus is to enhance the outlook for the long-term economic viability and academic offerings for the residents of Herriman and the surrounding community, with an emphasis on sustainability and maintaining the environmental integrity of the area.

The campus will provide general education pathways to support the broader community's needs while supporting continued growth of the technology hub and commercialization opportunities along the Wasatch Front.

Herriman Campus' design will be innovative, with a goal of becoming one of North America's most sustainable community college campuses.

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Non-State Funded Sports Performance Center Project Approval

Issue

As required by Regent Policy R702, *Non-State Funded Projects* Southern Utah University (SUU) requests Board authorization to proceed with a non-state funded project to construct a new sports performance center focused on enhancing student-athlete training.

Background

Regent policy R702 requires the Board to review capital projects requiring State Building Board or Legislative approval. State statute (63A-5-104) defines capital projects with more than \$500,000 of new space as "capital developments" and allows the State Building Board to approve those projects without legislative approval if the project does not use state funding sources for the design, construction, operation, or maintenance of the facility.

SUU proposes to use donations to construct a small 8,000 square foot steel building west of the Eccles Coliseum for student-athlete training. The University originally anticipated a construction budget of less than \$500,000 for this project, which would have allowed them to proceed with construction without Board of Regents or Building Board approval. However, recent cost estimates indicate a total project cost of \$870,000 (\$810,000 for construction and \$60,000 for design), which would require both Boards' approval before moving forward.

In order to keep the project on time with these new cost estimates, the University received State Building Board authority to proceed with the project on May 3 contingent on approval by the Board of Regents. No state appropriated funds will be used for this project. Design and construction costs will be funded from donations and future operation and maintenance will be funded through revenues from the Athletic Department.

Additional information about the project is provided in the attached letter and documents from the University. Representatives from SUU will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the Southern Utah University request to construct a sports performance center.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

April 29, 2017

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

Dear Commissioner Buhler,

This letter is requesting a proposal to construct a new Weight Training Facility at SUU be placed on the agenda for the Board of Regents May 19, 2017, meeting. The attached document outlines our proposal to construct a new 8,000 ft² prefabricated steel building on campus for the Department of Athletics. We are seeking Regent approval for this project because construction costs may exceed the \$500,000 threshold requiring Regent approval as outlined in Regent Policy R702, *Non-State Funded Projects*.

During the summer of 2016, the SUU Athletic Department, in conjunction with the SUU Facilities Department, began working on a project to build a new weight training facility on campus. The state Division of Facilities and Construction Management (DFCM) was included from the beginning of these discussions and assigned FFKR Architects to the project. Original construction costs were estimated at less than the \$500,000 threshold requiring advanced approval from the Regents and State Building Board.

Unfortunately, due to added state building code requirements and inflationary impacts on construction costs, FFKR's recent cost estimate reached approximately \$810,000. There remains a potential that final construction costs will be less than \$500,000 based on an earlier commitment by a local general contractor to build this facility with a donation of time and materials to keep costs below \$500,000. The latest FFKR estimate has caused the contractor some reason to pause on how much they are willing to donate to the project.

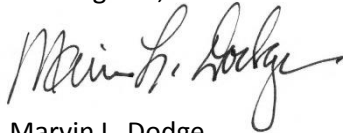
As a result of questions now surrounding construction costs, we felt it would be wise to have the entire project reviewed and approved by both the Board of Regents and State Building Board. To help avoid any further delay in the project we added our request for approval to the May 3, 2017, Building Board agenda, and will request they make their approval contingent upon Regent approval at their meeting on May 19, 2017. We remain hopeful this building can be constructed this summer and ready for athletic use this fall.

Please note this project is funded entirely by the generosity of a few significant partners. As outlined on page 5 of the attached proposal, \$440,000 was received from the Carter Family in December 2016, with the Eccles Foundation providing the balance of funds - \$250,000 received March 2017, with the balance of their pledge arriving in December 2017. No O&M funds are being requested for this project.

Thank you in advance for your favorable consideration of our dilemma. Having Regent and Building Board approval for this project allows us to proceed whether final construction bids are above or below the \$500,000 threshold.

We will have representatives at the May 19th meeting to respond to any questions which may arise from this proposal.

Best regards,

A handwritten signature in black ink, appearing to read "Marvin L. Dodge", with a stylized flourish at the end.

Marvin L. Dodge

cc: President Scott Wyatt
Tiger Funk, Director of Facilities
Jason Butikofer, Director of Athletics
Michael Beach, Assistant Vice President for Finance



GEORGE S. ECCLES
SPORTS PERFORMANCE CENTER
AT SOUTHERN UTAH UNIVERSITY



This new \$870,000 facility will be built west of Eccles Coliseum.

As a prefabricated steel building, it will be state-of-the-art, fiscally efficient, highly functional and aesthetically pleasing. This new center is where all Thunderbird student-athletes will train, develop and compete for championships.

*Sydney Townsend, Senior, Biology Major
North Salt Lake City, Utah*





2015 Big Sky Football Championship Team

Student-Athlete Impact

This facility—which will also become a highlight for recruiting visits—will greatly benefit all 370 student-athletes. The efficiency of better training schedules will support class participation, increase academic rigor and allow for greater community involvement.

The current weight room is 3,250 square feet, which can function effectively for only 40 students at once. The new center will more than double that area—providing approximately 8,000 square feet—enhancing the opportunities for the Thunderbirds to compete for championships.

“To better support our student-athletes, and to fortify the comprehensive nature of higher education, vital upgrades to the Thunderbird athletic facilities constitute a clear University priority.”

PRESIDENT SCOTT L WYATT

Community Impact

- ▶ Space to provide strength and conditioning clinics for local and regional high school coaches.
- ▶ Access to the facility for 2,752 attendees of SUU Summer Camps.



Breanu Reid, Sophomore, Exercise Science Major
Point guard, Oklahoma City, Oklahoma



351 West University Blvd.
Cedar City UT 84720
Office (435) 586-7702
Fax (435) 586-5475
wyatt@suu.edu

SCOTT L WYATT
PRESIDENT

April 17, 2017

Jeff Reddoor, Director
Utah State Building Board
4110 State Office Building
Salt Lake City, Utah 84114

Subject: Funding Commitment for Sports Performance Center Project

Dear Mr. Reddoor:

With this letter, I confirm that the University has the private donated funds on hand, immediately available for the project, or written commitments from reliable donors for the same. If an unforeseen exigency were to arise that impaired any of the pledged commitments, the University has the capacity and will pay DFCM invoices for project costs.

I respectfully request Building Board approval to begin this project for SUU Athletics.

Sincerely,



Scott L Wyatt

Budget / Timeline

STAGE 1: PROGRAM & DESIGN

May 2017 – July 2017

FUNDING

Stage 1 Total Cost = \$60,000

\$870,000 - Cash and pledge from private funding for this project. \$810,000 will carry forward to Stage 2.

STAGE 2: CONSTRUCTION

July 2017 – October 2017

FUNDING

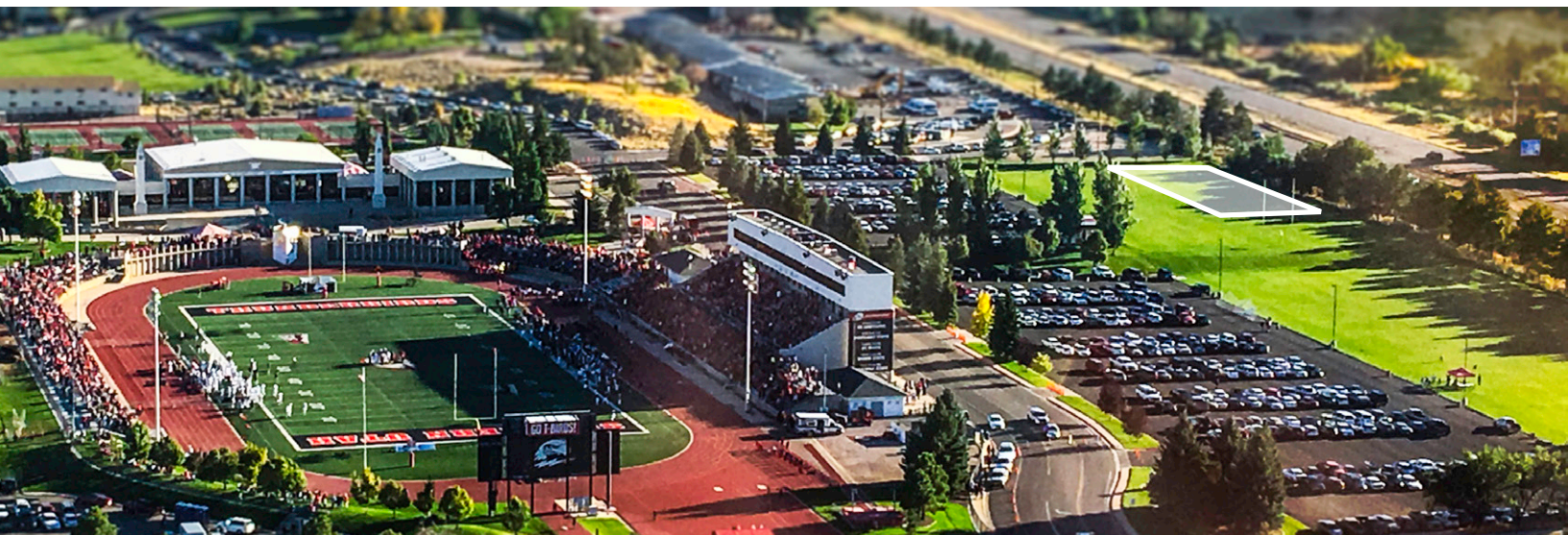
Stage 2 Total Cost = \$810,000

\$810,000 - Cash and pledge from private funding for this project.

SUMMARY

Stage 1 Cost	\$60,000	Carter Family (DEC 2016)	\$440,000
Stage 2 Cost	\$810,000	Eccles Foundation (MAR 2017)	\$250,000
Total Cost	\$870,000	Eccles Foundation Pledge (DEC 2017)	\$180,000
		Total Funding	\$870,000

George S. Eccles Sports Performance Center Proposed Footprint



Donor Documents
GEORGE S. AND DOLORES DORÉ ECCLES
F O U N D A T I O N

Directors: • **SPENCER F. ECCLES** • **LISA ECCLES** • **ROBERT M. GRAHAM**
CEO & Chairman *President & COO* *Secretary, Treasurer*
of the Board *& General Counsel*

March 14, 2017

Scott L. Wyatt, President
Southern Utah University
351 West University Blvd.
Cedar City, Utah 84720

Dear President Wyatt:

I am pleased to advise you that the directors of the George S. and Dolores Doré Eccles Foundation approved a grant in the amount of \$750,000 to Southern Utah University (SUU) at our meeting on February 27, 2017. This grant is designated to assist in upgrading your athletics facilities, including construction of a new Sports Performance Center west of the Eccles Coliseum, and remodeling of the east wing of the Harris Center, which is part of the Eccles Coliseum's existing facilities.

This grant is scheduled for payment as follows:

March 2017	\$250,000 (Our check is enclosed.)
December 2017	\$500,000

In regard to the naming opportunity you generously offered to provide recognition of our support of this project, we would be pleased to have the new sports performance center named as follows:

George S. Eccles Sports Performance Center

We are delighted to be able to partner with the Dave Carter family and others to assist SUU in making these improvements to the facilities associated with the Eccles Coliseum. We realize the results will positively impact not only student-athletes and coaches, but the entire campus community and loyal SUU "Thunderbird Athletics" alumni and boosters. Our directors continue to value SUU's important role in Utah's statewide higher education system, and we hope this project will further strengthen your ability to recruit and retain an outstanding student body and a faculty and staff of excellence.

Donor Documents

November 22, 2016

ATTN Cameron Brooks
Southern Utah University
Old Main Building 103
351 West University Blvd.
Cedar City, UT 84720

Re: Quality Ready Mix and Concrete Company Charitable Remainder Unitrust

Dear Mr. Brooks:

Please find enclosed four copies of the Receipt, Release and Indemnity Agreement. Please have all four copies signed by the proper authority. Once signed, keep one completed original for your organization and return two to me at the address listed below. Please send the last completed original to: Premier Administration, PO BOX 970367, Orem, UT 84097.

Also enclosed is a check in the amount of \$439,732.55 to Southern Utah University to be used "for its general charitable purposes" and a copy of the final accounting for the CRUT.

Should you have any questions regarding the information above please contact my CRUT administrator, Premier Administration, at 801-802-8930.

Sincerely,

Douglas Carter, Trustee
P.O. Box 339
Parowan, UT 84761

Enclosures



GEORGE S. ECCLES
SPORTS PERFORMANCE CENTER
AT SOUTHERN UTAH UNIVERSITY

Operations & Maintenance Plan

Operations and Maintenance costs will be budgeted each year using a zero-based budgeting process and will be funded from the revenue generated through private donations and athletic ticket sales.

Estimated Yearly O&M Cost:

\$7.36 per square foot x 8,000 square feet = \$58,880

“This will truly be a transformational opportunity for our head coaches and student-athletes. I could not be more excited about a project that is fully focused on an aggressive but fiscally efficient approach to leveling the playing field in the Big Sky Conference. Your consideration of financial support is critical to make this dream a reality.”

JASON BUTIKOFER, DIRECTOR OF ATHLETICS



Tannon Pedersen, Junior, Communication Major
Safety, Highland, Utah



James McGee, Junior, Exercise Science
Major, Guard, San Clemente, Calif.

Chennin Benson, Senior, Exercise Science Major
Opposite Hitter, Parowan, Utah





"What Southern Utah has been able to accomplish athletically over the past few years has been incredible. I firmly believe that if the weight room facilities are upgraded, the tradition of athletic excellence at SUU will grow as student-athletes are provided with a better space to physically develop."

JAMES COWSER, 2016 SUU GRADUATE,
CURRENT MEMBER OF THE OAKLAND RAIDERS



May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Series 2017 General Revenue Bond Issue

Issue

As required by Regent Policy R590, *Issuance of Revenue Boards for Colleges and Universities* the University of Utah (U) requests authorization to issue General Revenue bonds for an amount up to \$94,500,000 to construct the expansion of the University Guest House and the Rehabilitation Hospital portion of the Health Science Transformation Project – both authorized by the 2017 Legislature.

Background

Regent Policy R590 requires the Board to review and approve the issuance and sale of revenue bonds that have been affirmatively authorized by the Utah State Legislature. During the 2017 General Session the legislature approved Senate Bill 9, *Revenue Bond and Capital Facilities Amendments* which authorized the U to issue authorized revenue bonds for the University Guest House expansion as well as the Rehabilitation Hospital.

The University Guest House expansion was reviewed and approved by Board at the September 2016 meeting as a non-state funded project. The expansion will add 30 to 35 rooms to the University Guest House primarily for patients of the University Hospital and their families. The attached resolution authorizes the University to issue bonds of up to \$9,500,000 with a net amount not to exceed \$8,250,000 for this project. The bonds will be repaid with room rental and Guest House operating revenues.

The Rehabilitation Hospital (approved at the September 2016 meeting) is the second phase of a three-phase initiative to replace the School of Medicine and Medical Research Education buildings on the Health Sciences campus of the University of Utah.

The Rehabilitation hospital will accommodate up to 75 patients and include therapy, clinical, and administrative space. The attached resolution authorizes the University to issue bonds of up to \$85,000,000 with a net amount not to exceed \$75,000,000 for this project. The bonds will be repaid with clinical and hospital revenues as well as donations.

The relevant parameters of the requested issue are:

- Principal amount not to exceed \$94,500,000 including costs of issuance and capitalized interest
- Interest rate not to exceed 6%
- Discount from par not to exceed 2%
- Final maturity not to exceed 30 years from the date of issue

A copy of the request letter from the University and the Approving Resolution are attached. Representatives from the University will be in attendance at the meeting to provide additional information and answer questions from the Board.

Commissioner's Recommendation

The Commissioner recommends approval of the proposed Authorizing Resolution to issue General Revenue Bonds for the University of Utah as proposed.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

April 28, 2017

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

Dear Commissioner Buhler:

The purpose of this letter is to inform you of the University of Utah's plans to submit a resolution (the "Resolution") to the State Board of Regents of the State of Utah (the "Regents" or the "Board"), to be considered during its May 2017 meeting at Salt Lake Community College, for the issuance of a General Revenue Bond or Bonds on behalf of the University of Utah (the "University") for the financing of the expansion of the University Guest House and for the construction of the Rehabilitation Hospital.

Details are as follows:

Authorization to Bond up to \$9,500,000 for the Expansion of the University Guest House Project -

The University of Utah Guest House and Conference Center is located at Fort Douglas and currently accommodates 180 sleeping rooms and 30,000 square feet of meeting space. The Guest House currently runs at capacity providing housing for patients and guests visiting the adjacent hospital facilities as well as the Utah Summer Conference Program. This project would expand the University Guest House by 30 to 35 rooms designed for longer term stays with amenities including handicap restrooms and kitchens particularly suited for hospital patients. The site for the expansion is adjacent to the existing facility on property owned by the University.

Operating revenues from the expanded University Guest House will support the bond for this project. Demand for housing at this location continues to exceed the supply and the University projects that revenues will cover bond payments, operations, and maintenance of the facility. Patient visits to the University Hospital continue to increase and the Hospital estimates that approximately 34 percent of patients live outside of Salt Lake County, many of which require multi-day stays for cancer treatments, transplants, or trauma incidents. The University Hospital is supportive of this project to provide housing adjacent to the Hospital for patient and familial convenience.

The University received bonding authorization for this project during the 2017 Legislative Session of up to \$8.25 million, together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirements.

Authorization to Bond up to \$85,000,000 for the construction of the Rehabilitation Hospital Project

– The University of Utah Health Science Transformation Project replaces a facility that was designed to be state-of-the-art over 50 years ago. This initiative will replace the existing School of Medicine building and the Medical Research Education Building. The first phase, the Ambulatory Care Complex (ACC), was

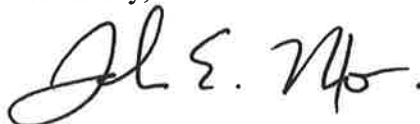
previously approved and is currently being constructed. The second phase is to construct a Rehabilitation Hospital and the third phase is to construct the Medical Education and Discovery Complex to replace the School of Medicine building. The new buildings provide the University with a unique opportunity to re-imagine clinical space based on research and the transformation of health care.

The Rehabilitation Hospital is intended to support the vision of being the destination rehabilitation center in the Intermountain West and bringing extensive clinical research programs and the development of innovative techniques, technologies and equipment, to improve clinical and functional outcomes. Locating this facility in the University Health Sciences campus will benefit the academic and research missions of the University while also reinforcing the patient-centered approach to medical education and patient care. The Rehabilitation Hospital will provide an opportunity to expand the Physical Medicine and Rehabilitation academic program through education outreach initiatives and research discovery. The building will contain inpatient facilities to accommodate 75 patients. It will also include therapy, clinic, administrative, and public space.

The University received bonding authorization for the Medical Education and Discovery Complex and Rehabilitation Hospital during the 2017 Legislative Session to finance up to \$190 million for the cost of constructing, together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirements. This request is to finance the Rehabilitation Hospital project of that approval for \$75 million of project proceeds together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirements.

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

Sincerely,

A handwritten signature in black ink, appearing to read "J. E. Nixon", with a stylized flourish at the end.

John E. Nixon
Vice President for Administrative Services

cc: David W. Pershing, President
Kimberly Henrie
Richard Amon
Blake Wade
Robert Muir

APPROVING RESOLUTION
UNIVERSITY OF UTAH GENERAL REVENUE BONDS
GUEST HOUSE EXPANSION AND REHABILITATION HOSPITAL

Salt Lake City, Utah

May 19, 2017

The State Board of Regents of the State of Utah (the “Board”) met in regular session (including by electronic means) at Salt Lake Community College in Salt Lake City, Utah on May 19, 2017, commencing at 9:00 a.m. The following members were present:

Daniel W. Campbell	Chair
France A. Davis	Vice Chair
Ty Aller	Student Regent
Jessellie B. Anderson	Member
Nina Barnes	Member
Laura Belnap*	Member
Wilford W. Clyde	Member
Marlin K. Jensen	Member
Patricia Jones	Member
Steven J. Lund	Member
Robert S. Marquardt	Member
Steven R. Moore*	Member
Robert W. Prince	Member
Harris H. Simmons	Member
Spencer F. Stokes	Member
Mark R. Stoddard	Member
Teresa L. Theurer	Member
Joyce P. Valdez	Member
John H. Zenger	Member

Absent:

Also Present:

David L. Buhler	Commissioner of Higher Education
Loreen Olney	Secretary

* Non-voting member from State Board of Education

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

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH GENERAL REVENUE BONDS, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$94,500,000 AUTHORIZING THE EXECUTION OF A SUPPLEMENTAL INDENTURE, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

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

WHEREAS, pursuant to a General Indenture of Trust dated as of July 1, 2013, between the Board and Wells Fargo Bank, N.A., as trustee (the “Trustee”), as heretofore amended and supplemented (the “General Indenture”), the Board has issued, for and on behalf of the University, various series of its General Revenue Bonds; and

WHEREAS, pursuant to Section 63B-27-102(1) of the Utah Code, the Board is authorized to issue bonds for the purpose of constructing an expansion of the University Guest House (the “Guest House Project”) in an amount not to exceed \$8,250,000, together with other amounts necessary to pay costs of issuance, pay capitalized interest and fund any debt service reserve requirements; and

WHEREAS, pursuant to Section 63B-27-102(3) of the Utah Code, the Board is authorized to issue bonds for the purpose of constructing a Medical Education and Discovery Complex and a Rehabilitation Hospital in an amount not to exceed \$190,000,000, together with other amounts necessary to pay costs of issuance, pay capitalized interest and fund any debt service reserve requirements, and the Board desires to authorize the financing of the Rehabilitation Hospital portion of this authorization (the “Rehabilitation Hospital Project” and collectively with the Guest House Project, the “Series 2017A Projects”); and

WHEREAS, the Board now desires to authorize the issuance of the bonds authorized by 63B-27-102(1) and (3) of the Utah Code, in the amount of up to (i) \$9,500,000 (providing a net project amount of not to exceed \$8,250,000) for the purpose

of financing the Guest House Project (including capitalized interest) and pay costs of issuance related thereto and (ii) \$85,000,000 (providing a net project amount of not to exceed \$75,000,000) for the purpose of financing the Rehabilitation Hospital Project (including capitalized interest) and pay costs of issuance related thereto; and

WHEREAS, to accomplish the purposes set forth in the preceding recitals, the Board desires to authorize and approve the issuance and sale of its University of Utah General Revenue Bonds (with such additional or other title and/or series designation(s) as may be determined by the officers of the Board) in one or more series and to be issued from time to time (the "Bonds") pursuant to the General Indenture and one or more Supplemental Indentures of Trust between the Board and the Trustee (the "Supplemental Indenture" and collectively with the General Indenture, the "Indenture"); and

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

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

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

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

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

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

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Bonds, in the event the Bonds are publicly sold. The Chair,

Vice Chair and/or Chair of the Finance and Facilities Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board and the University a final Official Statement in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement is also hereby authorized. The Board and the University may elect to privately place the Bonds (or any portion thereof) with or without the use of an Official Statement.

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

Section 5. For the purpose of providing funds to be used for (i) financing the cost of the Series 2017A Projects (including capitalized interest) and (ii) paying costs of issuance of the Bonds, the Board hereby authorizes the issuance of the Bonds, from time to time and in one or more series, in the aggregate principal amount of not to exceed \$94,500,000. The Bonds shall mature on such date or dates, be subject to redemption, and bear interest at the rates as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance and Facilities Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

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

Section 7. The Bonds shall be sold to the Purchasers with a Purchaser's discount of not to exceed 0.60% of the face amount of the Bonds. The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President and/or Vice President for

Administrative Services of the University are hereby authorized to execute and deliver one or more Bond Purchase Agreements in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board and the University with final terms as may be established for the Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President and/or Vice President for Administrative Services of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Bond Purchase Agreement and Supplemental Indenture. In the event that the foregoing officers determine that all or any portion of the Bonds should be privately placed, the Bond Purchase Agreement and Supplemental Indenture may be modified to conform to the agreement with such Purchasers, including agreement to pay breakage fees, default rates, taxable rates and other similar provisions customary in such placements, provided that such obligations are limited to the sources provided under the Indenture.

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

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance and Facilities Committee, Commissioner of Higher Education and Secretary of the Board and the President and/or Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 10. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance and Facilities

Committee, Commissioner of Higher Education and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Indenture, the Preliminary Official Statement, the Official Statement, or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

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

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

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

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

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

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 19TH DAY OF MAY, 2017.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

Chair

ATTEST:

Secretary

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

Chair

ATTEST:

Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on May 19, 2017 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 19th day of May, 2017.

Secretary

(SEAL)

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

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 19th day of May, 2017.

(SEAL)

Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ____)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ____)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE BONDS

Principal amount not to exceed	\$94,500,000
Interest rate not to exceed	6.0%
Discount from par not to exceed	2.0%
Final maturity not to exceed	Thirty (30) years from the date thereof
May be non-callable or callable at the option of University as determined at the time of sale	

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Non-State Funded Scoreboard Project Approval

Issue

As required by Regent Policy R702, *Non-State Funded Projects* the University of Utah requests authorization to proceed with a non-state funded project to upgrade the scoreboard system in the Jon M. Huntsman Center.

Background

Regent policy R702 requires the Board to review capital development or improvement projects requiring State Building Board or Legislative approval. State statute (63A-5-104) delegates authority to the State Building Board to approve capital projects without legislative approval if the requesting institution does not use state funding sources for the design, construction, operation, or maintenance of the facility. The University of Utah proposes to use donations and athletic revenues to fund the replacement of the scoreboard system in the Jon M. Huntsman Center arena.

The project will replace and upgrade the existing scoreboards and communication systems in the arena and will provide additional scoreboards around the arena. The anticipated cost of the project is \$4,100,000 funded with donations and athletics or auxiliary revenues. No state appropriated funds will be used in the design or construction of this project and future operation and maintenance costs will be funded through revenues from athletics and auxiliary revenue.

Additional information about the project is provided in the attached letter from the University. Representatives from the University will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

May 2, 2017

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

Dear Commissioner Buhler:


The University of Utah requests approval to upgrade the scoreboard system in the Jon M. Huntsman Center. The current scoreboard has worked well for many years but has begun to fail. This project will replace the existing scoreboards in the center of the arena as well as install additional auxiliary boards around the periphery of the arena. It includes communication, electrical and structural work necessary to support the new boards. In addition to providing a reliable video board system, this will greatly enhance spectator viewing while also leveraging revenue stream opportunities with sponsors.

The total estimated cost of this project is \$4.1 million. No state funds will be used for this addition for the project cost, future O&M or future improvements. It will be funded entirely with donations and other athletics and auxiliaries revenues. This work is consistent with the University's approved master plan.

We expect to receive approval by the University's Board of Trustees prior to the Regents meeting. We will withdraw this request if Trustee approval is not received. We request that this be presented to the Board of Regents for approval during the May 19, 2017 meeting.

Thanks, as always, for your consideration and support.

Sincerely,



John E. Nixon

c: David W. Pershing
Patricia A. Ross
Dr. Kimberly Henrie
Richard P. Amon
Chris Hill

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Non-State Funded Energy Efficiency Project Approval

Issue

As required by Regent Policy R702, *Non-State Funded Projects* the University of Utah requests authorization to proceed with a non-state funded project to upgrade the energy efficiency of Health Sciences buildings and expand utility capacity of the chilled water system.

Background

Regent policy R702 requires the Board to review capital development or improvement projects requiring State Building Board or Legislative approval. State statute (63A-5-104) delegates authority to the State Building Board to approve capital projects without legislative approval if the requesting institution does not use state funding sources for the design, construction, operation, or maintenance of the facility. The University of Utah proposes to use institutional funds to finance energy efficiency improvements and expand chilled water infrastructure capacity.

The project will reduce energy consumption and costs in 18 facilities primarily located on the Health Sciences campus. Energy efficiency improvements include the upgrade of laboratory fume hoods, the improvement of evaporative cooling systems, a new high efficiency boiler plant, LED lighting retrofitting, and an increase of the chilled water supply used for central cooling. The anticipated cost of the project is \$30,000,000 funded with institutional funds that will be repaid through energy savings. Current energy cost projections anticipate a ten-year payback. No state appropriated funds will be used in the design or construction of this project and the project will not result in additional future operation and maintenance costs.

Additional information about the project is provided in the attached letter from the University and summary of anticipated energy improvement projects. Representatives from the University will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

May 2, 2017

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

Dear Commissioner Buhler:

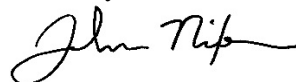
The University of Utah requests approval to proceed with energy efficiency improvements that will reduce energy costs and emissions for at least 18 buildings addressing both heating and cooling systems. The improvements will address evaporative cooling, fume hood upgrades, HVAC controls, energy management systems, installation of high efficiency boilers, and improvements in the chilled water delivery system. A summary of potential energy improvements is attached with those shaded in green and yellow being the most likely ones to be pursued. An investment grade audit will be completed by the end of May which will guide final decisions on which specific improvements are cost effective.

The total estimated cost of this project is \$30 million. The project will be funded from existing institutional reserves and working capital balances which will be repaid within ten years from the resulting utility savings. Savings will be collected from the sources of funds that otherwise would have paid for the higher energy consumption. No state funds will be used for this project cost and the project will not result in any increased costs for future O&M or improvements. This work is consistent with the University's approved master plan. In addition to numerous smaller energy efficiency projects, this is the next major phase of energy upgrades at the University following the recent completion of an \$8 million energy upgrade to science buildings that was authorized in 2014 under our Better Buildings Challenge initiative.

We are seeking approval by the University's Board of Trustees on May 9. We will withdraw this request if Trustee approval is not received. We request that this be presented to the Board of Regents for approval during the May 19, 2017 meeting.

Thanks, as always, for your consideration and support.

Sincerely,



John E. Nixon

C: David W. Pershing Dr. Kimberly Henrie
Patricia A. Ross Richard P. Amon



U of U Campus Energy Efficiency Project
Preliminary Facility Improvement Measure (FIM) Matrix

3/29/2017



FIM Category / Name	FIM Description	FIM Location																										
		581 - Skaggs Research	582 - Pharmacy	588 - Nursing	589 - Eccles Health Sciences Library	575 - Health Sciences	533 - Genetics	530 - Wintrobe	531 - Medical Research	570 - Polymers	565 - Medical Sciences	585 - Radio Biology Lab	586 - Radio Biology Lab	587 - Comparative Medicine Center	512 - Research Admin	555 - Huntsman Cancer Institute	521 - School of Medicine	550 - Clinical Neurosciences	523 - Moran Eye Center	522 - West Pavilion	525 - Patient Care	529 - Emergency Center	526 - Hospital Generating Plant	532 - HSC Boiler Plant	535 - Dumke	556 - Huntsman Cancer Hospital	701 - Student Tower #1	702 - Student Tower #2
		Research & Academic														Shared		Hospital / In-Patient Care						Aux				
Evaporative Cooling Measures																												
Supply Air Direct Evap Cooling	Add or increase evap cooling capability on supply air to buildings. Recommission existing systems to work better with other stages of cooling and improve maintenance.						X			X	X							X			X					X		
Indirect Evap Cooling	Improve effectiveness of cooling tower cooling at 570 by adding dedicated pre-cool coils, install a new, open-cell cooling tower in 565 to improve effectiveness, consider connecting 533 to a nearby cooling tower and installing pre-cool coils.						X			X	X																	
Evap Pre-Cooling of Exhaust Air	Utilize evap cooling to drive exhaust air temperatures lower before the exhaust heat recovery coil to increase effectiveness of heat recovery extend the hours heat recovery can run						X																					
Fume Hood Improvement Measures																												
Install New Variable Volume (VAV) Lab Controls	Install new venturi type supply air, exhaust and fume hood variable air volume controls with occupancy control. Balance labs to appropriate pressure differential and air change rate.						X			X																		
Add Occupancy Control Recommission Existing VAV Lab Controls	Recommission lab controls to ensure appropriate pressure differential and air change rate. Add occupancy sensors to reduce air-change rate and shut off lights when labs are unoccupied.	X	X				X				X							X	X							X		
Chilled Water Plant Capacity and Operability Measures																												
Increase Chilled Water Supply Temperature	Allow the plant to meet the loads of the buildings with a higher chilled water supply temperature (CHWST) by cleaning dirty coils, replacing coils that were selected at too low of a CHWST and bypassing building-level heat exchangers. CC=clean coils, NC=new coils, HX=bypass HX	HX		CC		CC	CC NC			CC NC	CC									CC	CC	CC	HX			HX CC		
Decouple Operating Rooms From Plant	Install water source heat pumps on AHUs that serve operating rooms to allow those spaces to meet loads without altering the operation of the entire plant.																X			X					X			
New Control Valves	Install new, smart control valves which will allow for precision control of chilled water coils and provide feedback on the energy coils are using.	X		X	X	X	X	X		X	X					X		X	X	X	X	X				X		
ACC Boiler Project																												
Hospital Boiler Project	New high efficiency condensing boiler plant & steam boilers. Optimization of existing facility equipment connected to plant.																		X	X	X							
Lighting Measures																												
LED Lighting Retrofit and Controls	Retrofit/Replace existing fluorescent lighting with LED retrofit solutions.		X	X	X	X	X	X		X	X	X	X	X	X	X		X	X				X			X		
Active Energy Management																												
Active Energy Management	The concerted deployment of monitoring-based technologies and on-site building-system experts to drive continuous improvements during the development, design, construction, and operations of campus facilities.	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X			X	X	X
Notes:																												
Budget Savings		\$30,000,000										Likely										X						
Debt Repayment		Varies by year										Considering										X						
20 Year NPV		<10 Years										Not Likely										X						
		\$30,000,000										De-Commissioned																

Confidential and Proprietary

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Series 2017 General Revenue Bond Issue

Issue

As required by Regent Policy R590, *Issuance of Revenue Boards for Colleges and Universities* Dixie State University (DSU) requests Board authorization to issue General Revenue bonds to construct a portion of the Human Performance Center and the Legend Solar Stadium visitor grandstand - authorized by the 2017 Legislature.

Background

Regent Policy R590 requires the Board to review and approve the issuance and sale of revenue bonds that have been affirmatively authorized by the Utah State Legislature. During the 2017 General Session the legislature approved Senate Bill 9, *Revenue Bond and Capital Facilities Amendments* which authorized DSU to issue revenue bonds for the Human Performance Center as well as an expansion to the Legend Solar Stadium.

The Human Performance Center project (approved by the Board at the September 2016 meeting) will be funded using a combination of state funds, donations, and student fees. The revenue bonds requested for this project will pay for the student recreation portion of the new facility and will be repaid with student fees. The attached resolution authorizes the University to issue bonds up to \$16,000,000 for this project.

The Legend Solar Stadium expansion project (approved by the Board at the September 2016 meeting) will construct a new visitor grandstand on the east side of the football field and will provide locker rooms for the visiting team as well as public restrooms. The attached resolution authorizes the University to issue bonds up to \$4,700,000 for this project. The aggregate principal amount for both projects will not exceed \$23,000,000.

The relevant parameters of the requested issue are:

- Principal amount not to exceed \$23,000,000 including costs of issuance and capitalized interest
- Interest rate not to exceed 5%
- Discount from par not to exceed 2%
- Final maturity not to exceed 32 years from the date of issue

A copy of the request letter from the University, the Approving Resolution, and a financing summary from the financial advisor are attached. Representatives from the University will be in attendance at the meeting to provide additional information and answer questions from the Board.

Commissioner's Recommendation

The Commissioner recommends approval of the proposed Authorizing Resolution to issue General Revenue Bonds for Dixie State University as proposed.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

April 28, 2017

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

Dear Dr. Buhler,

Purpose

Dixie State University (DSU) is requesting Regent authorization to issue revenue bonds for the purpose of constructing the new Human Performance Center and the Legend Solar Stadium visitor's grandstand and locker rooms.

Background

During the 2017 General Session of the Utah State Legislature, Dixie State University received authorization to bond for up to \$16 million in project costs for the Human Performance Center and up to \$4.7 million for project costs for the Legend Solar Stadium visitor's grandstand and locker rooms.

As recommended by Zions Bank, the revenue bonds to build the Human Performance Center and Legend Solar Stadium visitor's grandstand and locker rooms will be combined into one bond offering. By combining the project financing into one larger bond offering, DSU will only pay issuance costs on a single bond offering and avoid doubling the issuance costs as would be the case with two separate bond offerings.

To facilitate the current bond offerings, Dixie State University put a bonding revenue umbrella in place two years ago that includes revenue streams in excess of those needed to cover existing bonds and sufficient to support future bonds for projects such as the Human Performance Center and Legend Solar Stadium improvements. The strategy of including pledged revenues in excess of those needed for immediate bonding requirements is to facilitate future bond offerings and to provide an excess revenue cushion for debt coverage ratios and debt service.

To take advantage of the current interest rate environment, Dixie State University is moving as quickly as is possible to be in a position to offer revenue bonds. To accomplish this, Dixie State University has acquired the services of Chapman and Cutler as bond counsel and Zions Bank as financial advisor.

Paul C. Morris
Vice President for
Administrative Services

In support of this request for authorization to issue revenue bonds, a copy of the financing summary provided by Zions Bank and approving resolution as prepared by Chapman and Cutler accompany this letter. Thank you for your consideration to approve the resolution to bond on behalf of Dixie State University.

Sincerely,



Paul C. Morris
Vice President for Administrative Services

Salt Lake City, Utah

May 19, 2017

The State Board of Regents of the State of Utah (the “*Board*”) met in regular session at Salt Lake Community College, Taylorsville Redwood Campus, Student Center (STC), Salt Lake City, Utah, on May 19, 2017, commencing at [10:00] a.m. The following members of the Board were present:

Daniel W. Campbell	Chair
Frances A. Davis	Vice Chair
Ty Aller	Member
Jessellie Barlow Anderson	Member
Nina Barnes	Member
Laura Belnap*	Member
Wilford Clyde	Member
Marlin K. Jensen	Member
Patricia Jones	Member
Steven J. Lund	Member
Robert S. Marquardt	Member
Steven R. Moore*	Member
Robert W. Prince, DDS	Member
Harris H. Simmons	Member
Mark Stoddard	Member
Spencer F. Stokes	Member
Teresa L. Theurer	Member
Joyce Valdez	Member
John H. Zenger	Member.

ABSENT:

_____.

As required by Section 52-4-203, Utah Code Annotated 1953, as amended, written minutes and a recording of this meeting are being kept.

* Non-voting Member

After the meeting had been duly convened and called to order by the Chair and the roll had been called with the above result, and after other business had been conducted, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Dixie State University General Revenue Bonds.

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

YEA:

[illegible]

ABSTAIN:

NAY:

ABSENT:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS DIXIE STATE UNIVERSITY GENERAL REVENUE BONDS, IN ONE OR MORE SERIES, ON A TAXABLE OR TAX-EXEMPT BASIS, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$23,000,000; AUTHORIZING THE EXECUTION OF ONE OR MORE SUPPLEMENTAL INDENTURE OF TRUST, AN OFFICIAL STATEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

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

WHEREAS, pursuant to the Act, the Board is, for and on behalf of the University, authorized to issue bonds payable from a special fund into which the revenues of the University may be deposited;

WHEREAS, pursuant to the provisions of Senate Bill 9, which enacts Section 63B-27-102(2) and (4) of the Utah Code (the “*Authorization*”), the Board is authorized to issue revenue bonds on the credit, revenues and reserves of the University, other than appropriations by the Utah Legislature, to provide up to (a) \$4,700,000 to finance the cost of planning, designing and constructing an expansion of the Legend Solar Stadium (the “*Stadium Project*”) and (b) \$16,000,000 to finance the cost of planning, designing and constructing a Human Performance Center (the “*Performance Center Project*”) and, collectively with the Stadium Project, the “*Projects*”), together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirements;

WHEREAS, the Projects will include the acquisition, construction, improvement, equipping and furnishing of the expansion of the Legend Solar Stadium and a new Human Performance Center and related facilities;

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue its “State Board of Regents of the State of Utah, Dixie State University General Revenue Bonds,” in one or more series, on a taxable or tax-exempt basis (the “*Bonds*”), for the purpose of financing, together with any available funds of the University to be used for

such purpose, the cost of the Projects, satisfying any debt service reserve requirements, providing capitalized interest on the Bonds and paying costs of issuance of the Bonds;

WHEREAS, the Bonds will be issued in an aggregate principal amount of not to exceed \$23,000,000 and will be issued pursuant to the General Indenture of Trust, as heretofore amended and supplemented (the “*General Indenture*”), and as further amended and supplemented by one or more Supplemental Indentures of Trust (collectively, the “*Supplemental Indenture*” and, together with the General Indenture, the “*Indenture*”), each by and between the Board, acting for and on behalf of the University, and Zions Bank, a division of ZB, National Association (as successor to Zions First National Bank), as trustee (the “*Trustee*”);

WHEREAS, the Bonds shall be payable solely from the revenues and other moneys pledged therefor under the Indenture and shall not constitute nor give rise to a general obligation or liability of the State of Utah (the “*State*”), the Board or the University or constitute a charge against the general credit of the State, the Board or the University;

WHEREAS, there have been presented to the Board at this meeting a form of a Preliminary Official Statement relating to the Bonds (the “*Preliminary Official Statement*”) and a form of the Supplemental Indenture;

WHEREAS, expenditures relating to the Projects (the “*Expenditures*”) (a) have been paid from the University’s general fund (the “*Fund*”) within 60 days prior to the passage of this resolution (the “*Resolution*”) or (b) will be paid from the Fund on or after the passage of this Resolution and prior to the issuance of the Bonds; and

WHEREAS, pursuant to Section 53B-21-102(3)(m) of the Act and subject to the Authorization being effective, the Board desires to grant to the Chair, the Vice Chair of the Board and the Chair of the Finance, Facilities and Accountability Committee of the Board (each a “*Designated Board Officer*”) the authority to approve the final principal amounts, discounts, maturities, interest rates, redemption provisions, purchase prices and other terms of the Bonds (including the amount, if any, of the debt service reserve requirement for the Bonds) and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms do not exceed the parameters set forth in this Resolution, and the authority to approve and execute all documents relating to the issuance of the Bonds;

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

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein. Capitalized terms used and not otherwise defined herein shall have the meanings assigned to such terms in the Indenture.

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

Section 3. The Supplemental Indenture, in substantially the form presented to the Board at this meeting, is in all respects authorized, approved and confirmed. Each Designated Board Officer and the Secretary of the Board and the University's President, the Vice President for Administrative Services or any Executive Director of the University (each a "*Designated University Officer*" and collectively with the Designated Board Officers, the "*Designated Officers*") are hereby authorized to execute and deliver the Supplemental Indenture, in the form and with substantially the same content as presented at this meeting, for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized pursuant to the terms of this Resolution.

Section 4. For the purpose of providing funds to be used for the purpose of (a) financing all or a portion of the cost of the Project, (b) satisfying the debt service reserve requirement, if any, (c) providing capitalized interest on the Bonds, and (d) paying costs of issuance of the Bonds, including the cost of any bond insurance policy, surety bond or other credit enhancement for the Bonds, the Board hereby authorizes the issuance of the Bonds in the aggregate principal amount of not to exceed \$23,000,000. The Bonds shall bear interest at the rates, shall mature in the principal amounts and on the dates, and shall be subject to redemption, as shall be approved by a Designated Board Officer as provided below, all within the parameters set forth in *Schedule A* attached hereto and incorporated herein by reference.

Section 5. The form, terms and provisions of the Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the Indenture. Any Designated Board Officer and the Secretary of the Board and any Designated University Officer are hereby authorized to execute and seal the Bonds and to deliver the Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Bonds in accordance with the provisions of the Indenture.

Section 6. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement in such form as shall be approved by the Chair or Vice Chair of the Board or the President or Vice President for Administrative Services of the University. Each such Designated Officer is authorized to execute such certificates as shall be necessary to "deem final" the Preliminary Official Statement for purposes of Rule 15c2-12 of the Securities and Exchange Commission. Any such Designated Officer is hereby authorized to execute and deliver on behalf of the Board and the University a final Official Statement in substantially the form and with substantially the same content as the Preliminary Official Statement, with such alterations, changes or additions as may be necessary to conform to the terms of the Bonds and finalize the Official Statement. The use and distribution of the Official Statement are hereby authorized.

Section 7. The Bonds shall be sold to the initial purchaser (the "*Underwriter*") pursuant to a public sale at a discount of not to exceed 2.0% of the face amount of the Bonds plus accrued interest, if any. Pursuant to Section 53B-21-102(3)(m) of the Act, a Designated Board Officer (with concurrence of a Designated University Officer) is hereby authorized to specify and agree as to the final principal amounts, discounts, maturities, interest rates, redemption provisions,

purchase prices and other terms of the Bonds (including the amount, if any, of the debt service reserve requirement for the Bonds) for and on behalf of the Board and the University by the execution of the Indenture, such bond purchase contract or other instrument or instruments as may be necessary to confirm the award of the Bonds to the Underwriter, and any changes to the Supplemental Indenture from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution.

Section 8. The appropriate officers of the Board and the University, including without limitation the Designated Board Officers, Commissioner of Higher Education and Secretary of the Board and the Designated University Officers are hereby authorized to take all action necessary or reasonably required by the Indenture to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 9. The appropriate officials of the Board and the University, including without limitation the Designated Officers, are authorized to make any alterations, changes or additions to the General Indenture and the Supplemental Indenture, the Bonds, the Preliminary Official Statement, or any other document herein authorized and approved as authorized by this Resolution, including such alterations, changes or additions which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, or to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of laws of the State or the United States.

Section 10. The appropriate officials of the Board and the University, including without limitation the Designated Board Officers, Commissioner of Higher Education and Secretary of the Board and the Designated University Officers, are hereby authorized and directed to (a) accept a commitment for, and agree to the terms of, a bond insurance policy, surety bond, or other credit enhancement that such officer or officers determine to be in the best interests of the Board and the University, and (b) execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents, instruments and other papers and perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein, including (without limitation) such (i) continuing disclosure undertakings or agreements as shall be necessary under Rule 15c2-12 of the Securities and Exchange Commission; (ii) certificates and agreements as shall be necessary to establish and maintain the tax status of the Bonds under the provisions of the Internal Revenue Code of 1986, as amended, and (iii) letter of representations with The Depository Trust Company (“DTC”) shall be necessary to qualify the Bonds for DTC; book-entry system.

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

Section 12. Reimbursement Intent. To the extent the requirements have not previously been satisfied, in satisfaction of certain requirements under the Internal Revenue Code of 1986, as amended, the Board reasonably expects to reimburse the Expenditures with proceeds of the Bonds to be issued in the maximum principal amount of not more than \$23,000,000.

Section 13. All proceedings, resolutions and actions of the Board and the University and their officers and employees taken in connection with the Bonds are hereby ratified, confirmed and approved.

Section 14. After any of the Bonds are delivered by the Trustee to the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 15. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 16. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order or resolution or part thereof.

Section 17. This Resolution shall become effective immediately upon its adoption.

(Signature page follows.)

PASSED AND APPROVED by the State Board of Regents of the State of Utah this 19th day of May, 2017.

STATE BOARD OF REGENTS OF
THE STATE OF UTAH

Chair

[SEAL]

ATTEST:

Secretary

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

Chair

[SEAL]

ATTEST:

Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on May 19, 2017 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 19th day of May, 2017.

Secretary

[SEAL]

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

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, I gave public notice of the agenda, date, time and place of the May 19, 2017 public meeting held by the members of the Board by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West in Salt Lake City, Utah, on May __, 2017, at least 24 hours prior to the convening of such meeting, in the form attached hereto as *Exhibit A*, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the Board until the convening of the meeting; causing a copy of said Notice of Public Meeting in the form attached hereto as *Exhibit A* to be provided on May __, 2017, at least 24 hours prior to the convening of such meeting; causing a Notice of Public Meeting to be posted on May __, 2017, at the Utah Public Notice Website at least 24 hours before the convening of the meeting; and providing a copy of said Notice of Public Meeting in the form attached hereto as *Exhibit A* to at least one newspaper of general circulation within the geographic jurisdiction of the Board or a local media correspondent, by virtue of posting such Notice on the Utah Public Notice Website as aforesaid, in accordance with Sections 52-4-202(3) and 63F-1-701(d), Utah Code Annotated 1953, as amended;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2017 Annual Meeting Schedule of the Board was given specifying the date, time and place of the regular meetings of the Board scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the Board in the form attached as *Exhibit B* to be posted during or before January 2017, at the principal office of the Board in Salt Lake City, Utah; such Notice of Annual Meeting Schedule having continuously remained so posted and available for public inspection during the regular office hours of the undersigned until the date hereof; and by causing a copy of such Notice of Annual Meeting Schedule to be provided during or before January 2017 to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah; and causing a Notice of Annual Meeting Schedule to be posted during or before January 2017 at the Utah Public Notice Website; and

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as *Exhibit C*). In accordance with such provisions and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate electronically in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting at a regularly designated location and provided space and facilities at such anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 19th day of May, 2017.

Secretary

[SEAL]

SCHEDULE A

PARAMETERS

PRINCIPAL AMOUNT:	Not to exceed \$23,000,000.
TERM:	Not to exceed 32 years from their date or dates.
INTEREST RATE:	Fixed rates such that no coupon rate exceeds 5.00% per annum.
REDEMPTION FEATURES:	Optional redemption at not more than 100% of par within 11 years of issuance.
SALE PRICE:	Not less than 98% of the principal amount of the Bonds.

EXHIBIT A

[ATTACH NOTICE OF PUBLIC MEETING]

EXHIBIT B

[ATTACH NOTICE OF ANNUAL MEETING SCHEDULE]

EXHIBIT C

[ATTACH ELECTRONIC MEETING POLICY]

**Dixie State University
General Revenue Bonds, Series 2017
Preliminary Summary Sheet**

Proposed Issue: General Revenue Bonds

Total Approximate Issue Size: \$20,305,000

Use of Funds: To fund the construction of the new Human Performance Center at Dixie State University (legislatively approved for up to \$16,000,000 in project costs); construct an expansion of the Legend Solar Stadium (up to \$4,700,000); satisfy any reserve requirements; pay capitalized interest for up to 24 months; and pay associated costs of issuance.

Detail of Proposed Series 2017 Bonds:

Principal Amount: Not to exceed \$23,000,000

Interest Rate: Not to exceed 5.0%

Maturity Date: Not to exceed 32 years

Aggregate Discount: Not to exceed 2%

Underwriter's Discount: Not to exceed 2%

Bond Rating: AA from S&P

Bond Insurance: Bids will be received from Assured Guaranty and National PFG

Tax Exemption: Some or all of the bonds for the Legend Solar Stadium may be issued as taxable, due to private activity regulations. Further analysis to be completed before bond sale.

Source of Repayment: General revenues of the University

Timetable Considerations: Regent approval will be sought at the May 19 meeting. The University is proceeding with plans to sell bonds soon after Regent approval is received, with a tentative sale date planned for the middle of June. The bonds will be sold by negotiated sale. The bond closing date will be at the end of June.

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Adoption of Policy R613, Public Safety Officer Career Advancement Reimbursement

Issue

The Board is asked to review and approve Regent Policy R613, *Public Safety Officer Career Advancement Reimbursement* to meet the statutory requirements outlined in Senate Bill 165, *Reimbursements for Public Safety Officers* passed by the 2017 Legislature.

Background

SB165 establishes the Public Safety Officer Career Advancement Reimbursement program which is intended to financially assist eligible peace officers seeking a post-secondary degree in the area of criminal justice. Eligible participants may receive up to \$5,000 annually for course work in a criminal justice program for a maximum of eight academic years.

To qualify, applicants must have been employed as a certified peace officer, currently employed by a Utah law enforcement agency, be employed by a Utah law enforcement agency as a certified peace officer for three consecutive years prior to the completion of the academic year for which he or she is seeking reimbursement, and employed by a Utah law enforcement agency as a certified peace officer for one additional year after the completion of that academic year.

The legislation requires the Board to adopt and enact administrative rules establishing application deadlines, application procedures, and an appeals process. The Commissioner's staff has developed policy R613, *Public Safety Officer Career Advancement Reimbursement* to meet this statutory requirement.

The proposed policy designates November 1 as the application deadline and describes the application process. Applicants will be required to submit applications to the directors of their criminal justice programs for consideration. Applications will be available at higheredutah.org.

Under the policy, applicants may submit a written appeal to the Commissioner of Higher Education. The Commissioner will address an appeal in accordance with the Utah Administrative Procedures Act as an informal adjudicatory process.

Commissioner's Recommendation

The Commissioner recommends the Regents adopts R613, *Public Safety Officer Career Advancement Reimbursement Program* effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/GTL
Attachment

R613, Public Safety Officer Career Advancement Reimbursement (POSCAR) ¹

R613-1. Purpose: The POSCAR is a state funded tuition reimbursement for peace officers enrolled in criminal justice related programs at a Utah System of Higher Education (USHE) institution, available for up to eight academic years.

R613-2. References

- 2.1. Utah Code §53B-8-112-13.
- 2.2. Utah Code §63G-4-202.

R613-3. Application Process

- 3.1. Qualified applicants may be reimbursed up to half of tuition and fees with a maximum of \$5,000 per year, subject to funding. If the total applicant awards exceed available funding in any given year, the Board will reduce reimbursement amounts evenly across all qualified applicants, maintaining that the minimum designated amounts for particular rural counties are met.
- 3.2. To qualify, applicants must be:
 - 3.2.1. a certified peace officer, currently employed by a Utah law enforcement agency,
 - 3.2.2. employed by a Utah law enforcement agency as a certified peace officer for three consecutive years prior to the completion of the academic year for which he or she is seeking reimbursement, **and**
 - 3.2.3. employed by a Utah law enforcement agency as a certified peace officer for one additional year after the completion of that academic year.
- 3.3. The application will be available at the Board of Regents website, higherutah.org. Applicants must complete the entire application and include all required documentation and certifications including,
 - 3.3.1. Employer certification from an authorized representative of each employer for the four year period.
 - 3.3.2. A copy of the tuition payment receipt(s) and transcript(s) with final grades for the enrollment period.

R613-4. Application Deadlines

- 4.1. The 2017 application will allow for reimbursement to criminal justice students who were enrolled during the 2015-2016 academic year, defined as July 1, 2015 to June 30, 2016, who meet program

¹ Revised by the UHEAA Board of Directors July 14, 1995 and amended October 1, 2001 and August 31, 2004.

requirements. Application deadlines for subsequent years will retain these time frames, adjusted for the next year.

4.2. For the first year of the program, qualified applicants may submit applications beginning July 1, 2017, after the post-enrollment work component is complete. Applicants for subsequent years may begin submitting applications July 1 of the year in which they are applying.

4.3. 2017 applications are due by November 1, 2017 to be considered for funding. Applications must be postmarked or received by the criminal justice department at the institution by the application deadline in order to be considered. The deadline for subsequent years applications will be July 1st. The postmark or received by requirements remain the same.

4.4 The Commissioner of Higher Education or designee may adjust deadlines in order to consider extenuating circumstances of applicants and to maximize application opportunities for potential awardees.

R613-5. Appeals Process

5.1 Applicants who wish to appeal a reimbursement decision may do so, in writing to the Commissioner of Higher Education. The applicant's appeal shall be postmarked within 30 days from the date on which the reimbursement decision was made.

5.2. Applicants shall include all relevant arguments and documentation in their written appeals.

5.3. The Commissioner of Higher Education or designee shall review the appeal and issue a written decision in accordance with the Utah Administrative Procedures Act.

5.4 Appeals proceedings under this section are designated as informal pursuant to Utah Code Utah Code §63G-4-202.

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Enrollment Forecasts

Issue

Annually, USHE institutions are asked to update their respective 10-year enrollment forecast estimates for Board review and approval. These estimates are prepared to help inform Regents and state-level policymakers about future enrollment levels at USHE institutions; assist in identifying capital development needs; and develop mid- to long-range operation plans.

Background

In order to recognize their distinct missions and goals, the USHE institutions have each developed a unique projection model to estimate future enrollments. The models are based on state and institutional data sets that include (but are not limited to) variables such as: Utah population by age, high school enrollments, and unemployment estimates. The models use estimation methods such as regression equations and trend analysis to estimate future enrollments. Using this process, the fall 2016 headcount projections were understated by 47 students (0.0%), fall EOT FTE was overstated by 536 FTE (0.4%) and the 2015-16 annualized FTE projections were understated by 392 FTE (0.3%) when compared to the reported data. All of the USHE institution projections fell within a five percent margin of error.

The institution enrollment projection models are evaluated annually in an open, peer review forum of Institutional Research professionals from each of the eight USHE institutions. This year's discussion was held on April 14th, 2017. The data presented in each of these models was accepted as valid for each of the eight USHE institutions.

Current projections estimate that the USHE System will grow to approximately 241,000 students (169,000 FTE) by the fall 2026 semester, with an annualized enrollment of 182,000 full-time equivalent students for the 2026-27 academic year. This represents a projected system growth rate between 3.0% and 3.1% for Headcount and FTE over the next 10 years. The attached tables display these projections on an institution-by-institution basis. These estimates may be used in concert with additional data points when conducting mid to long-range planning.

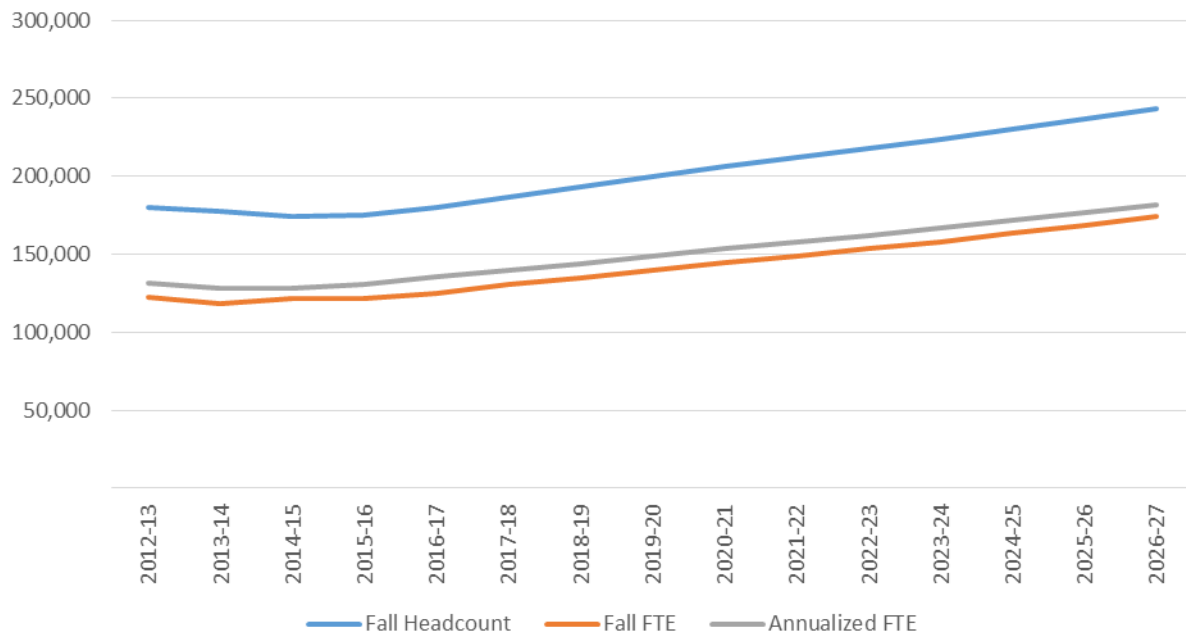
Commissioner's Recommendation

The Commissioner recommends the Board approve the 10-year enrollment projections for the Utah System of Higher Education.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/JAC
Attachments

USHE Projections - System Totals



Enrollment Projections

Utah System of Higher Education

System Total Projections - Proposed to Board of Regents, May 2017

Institution	Fall (End of Term) Headcount											Growth Rate
	Actual 2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	
University of Utah	32,451	33,228	34,247	35,246	36,078	36,459	36,749	37,058	37,512	38,075	38,635	
Annual Growth	0.9%	2.4%	3.1%	2.9%	2.4%	1.1%	0.8%	0.8%	1.2%	1.5%	1.5%	1.8%
Utah State University*	28,986	28,986	29,566	30,157	30,760	31,375	32,003	32,643	33,296	33,962	34,641	
Annual Growth	- 1.1%	0.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	1.8%
Weber State University	27,236	29,367	30,730	32,123	33,505	34,852	36,149	37,393	38,587	39,739	40,753	
Annual Growth	3.7%	7.8%	4.6%	4.5%	4.3%	4.0%	3.7%	3.4%	3.2%	3.0%	2.6%	4.1%
Southern Utah University	9,598	9,905	10,222	10,549	10,887	11,235	11,539	11,850	12,182	12,523	12,874	
Annual Growth	5.0%	3.2%	3.2%	3.2%	3.2%	3.2%	2.7%	2.7%	2.8%	2.8%	2.8%	3.0%
Snow College	5,414	5,604	5,819	6,063	6,340	6,652	7,004	7,402	7,849	8,351	8,917	
Annual Growth	6.0%	3.5%	3.8%	4.2%	4.6%	4.9%	5.3%	5.7%	6.0%	6.4%	6.8%	5.1%
Dixie State University	8,991	9,798	10,665	11,541	12,530	13,229	13,911	14,629	15,433	16,246	17,078	
Annual Growth	6.2%	9.0%	8.8%	8.2%	8.6%	5.6%	5.2%	5.2%	5.5%	5.3%	5.1%	6.6%
Utah Valley University	35,126	36,397	37,742	39,141	40,594	41,880	43,347	44,870	46,451	48,092	49,795	
Annual Growth	4.7%	3.6%	3.7%	3.7%	3.7%	3.2%	3.5%	3.5%	3.5%	3.5%	3.5%	3.6%
Salt Lake Community College	32,133	32,335	32,985	33,658	34,348	35,052	35,760	36,468	37,168	37,869	38,563	
Annual Growth	3.2%	0.6%	2.0%	2.0%	2.1%	2.0%	2.0%	2.0%	1.9%	1.9%	1.8%	1.8%
USHE Totals	179,935	185,620	191,976	198,478	205,043	210,734	216,461	222,313	228,478	234,856	241,255	
Annual Growth	2.7%	3.2%	3.4%	3.4%	3.3%	2.8%	2.7%	2.7%	2.8%	2.8%	2.7%	3.0%

Enrollment Projections

Utah System of Higher Education

System Total Projections - Proposed to Board of Regents, May 2017

Fall Semester (End-of-Term) Full Time Equivalent												
Institution	Actual 2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Growth Rate
University of Utah	27,683	28,397	29,272	30,096	30,776	31,102	31,349	31,613	32,000	32,480	32,957	
Annual Growth	1.8%	2.6%	3.1%	2.8%	2.3%	1.1%	0.8%	0.8%	1.2%	1.5%	1.5%	1.8%
Utah State University*	22,390	22,614	23,066	23,528	23,998	24,478	24,968	25,467	25,976	26,496	27,026	
Annual Growth	- 0.1%	1.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	1.9%
Weber State University	16,557	18,530	19,215	19,917	20,613	21,293	21,947	22,576	23,179	23,761	24,274	
Annual Growth	2.8%	11.9%	3.7%	3.7%	3.5%	3.3%	3.1%	2.9%	2.7%	2.5%	2.2%	3.9%
Southern Utah University	7,396	7,610	7,830	8,057	8,291	8,531	8,736	8,946	9,161	9,380	9,615	
Annual Growth	5.3%	2.9%	2.9%	2.9%	2.9%	2.9%	2.4%	2.4%	2.4%	2.4%	2.5%	2.7%
Snow College	4,041	4,385	4,630	4,908	5,223	5,579	5,982	6,438	6,953	7,535	8,191	
Annual Growth	1.5%	8.5%	5.6%	6.0%	6.4%	6.8%	7.2%	7.6%	8.0%	8.4%	8.7%	7.3%
Dixie State University	6,851	7,349	7,999	8,656	9,398	9,922	10,433	10,972	11,575	12,185	12,809	
Annual Growth	7.4%	7.3%	8.8%	8.2%	8.6%	5.6%	5.2%	5.2%	5.5%	5.3%	5.1%	6.5%
Utah Valley University	23,761	24,671	25,643	26,484	27,482	28,526	29,617	30,758	31,951	33,198	34,503	
Annual Growth	4.7%	3.8%	3.9%	3.3%	3.8%	3.8%	3.8%	3.9%	3.9%	3.9%	3.9%	3.8%
Salt Lake Community College	15,904	16,665	17,000	17,347	17,703	18,066	18,431	18,796	19,156	19,518	19,876	
Annual Growth	- 0.9%	4.8%	2.0%	2.0%	2.1%	2.0%	2.0%	2.0%	1.9%	1.9%	1.8%	2.3%
USHE Totals	124,583	130,221	134,656	138,992	143,484	147,496	151,463	155,565	159,951	164,552	169,250	
Annual Growth	2.3%	4.5%	3.4%	3.2%	3.2%	2.8%	2.7%	2.7%	2.8%	2.9%	2.9%	3.1%

Enrollment Projections

Utah System of Higher Education

System Total Projections - Proposed to Board of Regents, May 2017

Annualized FTE - Academic Year													
Institution	Actuals 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	Growth Rate
University of Utah	30,034	30,390	31,158	32,081	32,984	33,729	34,086	34,357	34,646	35,071	35,596	36,120	
Annual Growth	0.0%	1.2%	2.5%	3.0%	2.8%	2.3%	1.1%	0.8%	0.8%	1.2%	1.5%	1.5%	1.7%
Utah State University*	23,549	23,550	23,786	24,261	24,746	25,241	25,746	26,261	26,786	27,322	27,869	28,426	
Annual Growth	4.2%	0.0%	1.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	1.7%
Weber State University	17,244	19,386	19,773	20,109	20,430	20,728	21,001	21,249	21,474	21,680	21,869	22,029	
Annual Growth	- 0.2%	12.4%	2.0%	1.7%	1.6%	1.5%	1.3%	1.2%	1.1%	1.0%	0.9%	0.7%	2.3%
Southern Utah University	7,677	7,964	8,219	8,482	8,753	9,033	9,277	9,528	9,785	10,049	10,320	10,599	
Annual Growth	9.5%	3.7%	3.2%	3.2%	3.2%	3.2%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	3.0%
Snow College	3,842	3,895	4,130	4,396	4,698	5,040	5,426	5,862	6,355	6,911	7,539	8,247	
Annual Growth	6.0%	1.4%	6.0%	6.5%	6.9%	7.3%	7.7%	8.0%	8.4%	8.8%	9.1%	9.4%	7.2%
Dixie State University	6,388	6,785	7,446	8,105	8,771	9,523	10,054	10,572	11,118	11,729	12,347	12,979	
Annual Growth	0.5%	6.2%	9.7%	8.8%	8.2%	8.6%	5.6%	5.2%	5.2%	5.5%	5.3%	5.1%	6.7%
Utah Valley University	24,121	25,200	26,438	27,772	29,187	30,690	32,286	33,981	35,781	37,693	39,724	41,881	
Annual Growth	6.1%	4.5%	4.9%	5.0%	5.1%	5.1%	5.2%	5.3%	5.3%	5.3%	5.4%	5.4%	5.1%
Salt Lake Community College	17,640	17,973	18,323	18,691	19,073	19,464	19,863	20,264	20,665	21,062	21,459	21,853	
Annual Growth	- 6.7%	1.9%	2.0%	2.0%	2.0%	2.1%	2.1%	2.0%	2.0%	1.9%	1.9%	1.8%	1.3%
USHE Totals	130,495	135,143	139,273	143,898	148,642	153,447	157,738	162,074	166,611	171,518	176,723	182,134	
Annual Growth	1.5%	3.6%	3.1%	3.3%	3.3%	3.2%	2.8%	2.7%	2.8%	2.9%	3.0%	3.1%	3.1%

* Utah State projection data does not include enrollments at USUE-DWS campus

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2017-18 Performance Funding Model and Allocations

Issue

The 2017 Legislature appropriated \$6.5 million in one-time funds to the Board of Regents for the initiatives highlighted in the 2017-18 USHE Performance Funding budget request. Regents are asked to review the institutional performance information and approve the proposed allocation using the current USHE Performance Funding model. A final report on how institutions use these funds will be presented at the July 2017 Board meeting.

Background

The 2017-18 USHE Performance Funding model calculations and metrics remain relatively unchanged from the previous year, with the exception of the calculation of the institution's eligible award amount. The institution's eligible award amount was calculated based on its share of annualized full-time equivalent students from the previous year (instead of USHE graduates), and on its share of USHE current-year state tax funds - equally weighted at 50 percent. Moving forward, the eligible award amount will be calculated using the previous year's share of annualized FTE students and previous year's share of tax funds received as outlined in SB117 passed in the 2017 Legislature.

The performance metrics used in the 2017-18 Performance Funding model include:

- Degrees and certificates granted
- Services provided to traditionally underserved populations
- Responsiveness to workforce needs
- Graduation Efficiency
- Graduate Research (UU, USU only)

For each institution the eligible award amount was divided and weighted among the various performance metrics outlined above. The proposed final award amounts were calculated based on the actual performance achieved for each metric using a five-year rolling average comparison. In order for institutions to earn 100 percent of their eligible award amount, they must demonstrate progress of at least 1 percent in the 5 year rolling average comparison. If an institution does not meet the 1 percent threshold for a particular metric or decrease in its five-year rolling average, it will be awarded 95% of the amount earned. All funds not awarded were redistributed to institutions on a one-time basis similar to last year.

It is important for Regents to note that during the 2017 Legislative session, Senate Bill 117, *Higher Education Performance Funding* was passed which will create several changes in the USHE Performance Funding model moving forward. The Commissioner and staff will be working over the summer with the bill sponsor, Higher Education Appropriations chairs, and GOMB to address how SB117 changes will be implemented in the USHE model going forward. A final report will be presented to the Board at a future Board meeting for review and approval.

The major changes in the future Performance Funding model will include:

- Adjusting the weighting for the Market Demand (Responsiveness to workforce needs) to 25 percent of an institutions allocation from 10 percent in the current model;
- Identifying the new list of Market Demand programs that will be used to both generate the fund and measure completion in the Market Demand metric;
- Changing the metric focused on underserved populations from an access metric to a completion metric; and,
- Moving from a five-year rolling average comparison to a single year.

Attached for Board review:

- Performance Funding Allocation Detail by Institution
- One-Time Reallocation of Unearned Funds and Total Earned Funds

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the following recommendations regarding the 2017-18 USHE Performance Funding model:

1. Approve the following fund allocation for fiscal year 2017-18

University of Utah:	\$1,872,900
Utah State University:	\$1,343,400
Weber State University:	\$ 713,400
Southern Utah University:	\$ 319,800
Snow College:	\$ 180,900
Dixie State University:	\$ 289,800
Utah Valley University:	\$1,000,900
Salt Lake Community College:	\$ 778,900
Total	\$6,500,000
2. Direct institutions to use the performance based funding to enhance the performance of the institution including in the areas of total number of graduates, graduates in high market-demand areas, service to underserved populations, and improving retention and graduation rates; and
3. Report back to the Board at the July 2017 Board meeting highlighting planned uses of these funds.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS/JAC
Attachments

Performance Funding Detail by Institution
Recalibrated Amounts

Research Universities						
	Completion	Underserved Students	Market Demand	Research	Yield Rate	Total
<i>Weighting</i>	25%	10%	10%	15%	40%	100%
<i>Dollar Multiplier</i>	\$17.88	\$17.88	\$17.88	\$2.28		
University of Utah						
Available Allocation (27.90%)	\$ 476,300	\$ 190,520	\$ 190,520	\$ 285,780	\$ 762,080	\$1,905,200
Earned Units (5-Yr Average)	27,296	7,493	12,264.9	277,255	101.06%	
Potential Award	\$ 487,920	\$ 133,978	\$ 219,296	\$ 632,141	\$ 770,178	
1% Progress Measure (increase/decrease)	1.46%	0.08%	3.93%	2.78%	1.06%	
Actual Award within Available Allocation	\$ 476,300	\$ 127,279	\$ 190,520	\$ 285,780	\$ 762,080	\$1,841,959
<i>Percent (%) Funded</i>	100.0%	66.8%	100.0%	100.0%	100.0%	96.7%
Balance	\$ 0	\$ 63,241	\$ 0	\$ 0	\$ 0	\$ 63,241
Utah State University						
Available Allocation (21.33%)	\$ 330,900	\$ 132,360	\$ 132,360	\$ 198,540	\$ 529,440	\$1,323,600
Earned Units (5-Yr Average)	18,771	8,989	9,798.8	140,629	103.97%	
Potential Award	\$ 335,523	\$ 160,716	\$ 175,203	\$ 320,633	\$ 550,462	
1% Progress Measure (increase/decrease)	3.36%	0.41%	3.61%	2.85%	3.97%	
Actual Award within Available Allocation	\$ 330,900	\$ 125,742	\$ 132,360	\$ 198,540	\$ 529,440	\$1,316,982
<i>Percent (%) Funded</i>	100.0%	95.0%	100.0%	100.0%	100.0%	99.5%
Balance	\$ 0	\$ 6,618	\$ 0	\$ 0	\$ 0	\$ 6,618

Performance Funding Detail by Institution
Recalibrated Amounts

Regional Universities					
	Completion	Underserved Students	Market Demand	Yeild Rate	Total
<i>Weighting</i>	25%	15%	10%	50%	
<i>Dollar Multiplier</i>	\$17.88	\$17.88	\$17.88		
Weber State University					
Available Allocation (12.69%)	\$ 174,925	\$ 104,955	\$ 69,970	\$ 349,850	\$ 699,700
Earned Units (5-Yr Average)	14,316	7,124	8,665.0	108.18%	
Potential Award	\$ 255,891	\$ 127,384	\$ 154,930	\$ 378,455	
1% Progress Measure (increase/decrease)	4.04%	-0.87%	3.73%	8.18%	
Actual Award within Available Allocation	\$ 174,925	\$ 99,707	\$ 69,970	\$ 349,850	\$ 694,452
<i>Percent (%) Funded</i>	100.0%	95.0%	100.0%	100.0%	99.3%
Balance	\$ 0	\$ 5,248	\$ 0	\$ 0	\$ 5,248
Southern Utah University					
Available Allocation (4.53%)	\$ 81,850	\$ 49,110	\$ 32,740	\$ 163,700	\$ 327,400
Earned Units (5-Yr Average)	5,172	2,794	2,544.8	100.11%	
Potential Award	\$ 92,446	\$ 49,960	\$ 45,501	\$ 163,887	
1% Progress Measure (increase/decrease)	-1.01%	-2.70%	-6.62%	0.11%	
Actual Award within Available Allocation	\$ 77,758	\$ 46,655	\$ 31,103	\$ 155,515	\$ 311,030
<i>Percent (%) Funded</i>	95.0%	95.0%	95.0%	95.0%	95.0%
Balance	\$ 4,093	\$ 2,456	\$ 1,637	\$ 8,185	\$ 16,370

Performance Funding Detail by Institution
Recalibrated Amounts

	Completion	Underserved Students	Market Demand	Yield Rate	Total
Dixie State University					
Available Allocation (4.99%)	\$ 73,300	\$ 43,980	\$ 29,320	\$ 146,600	\$ 293,200
Earned Units (5-Yr Average)	4,726	3,986	1,895.8	99.81%	
Potential Award	\$ 84,470	\$ 71,270	\$ 33,897	\$ 146,329	
1% Progress Measure (increase/decrease)	2.54%	-4.58%	0.90%	-0.19%	
Actual Award within Available Allocation	\$ 73,300	\$ 41,781	\$ 27,854	\$ 139,012	\$ 281,947
Percent (%) Funded	100.0%	95.0%	95.0%	94.8%	96.2%
Balance	\$ 0	\$ 2,199	\$ 1,466	\$ 7,588	\$ 11,253
Utah Valley University					
Available Allocation (14.00%)	\$ 245,425	\$ 147,255	\$ 98,170	\$ 490,850	\$ 981,700
Earned Units (5-Yr Average)	15,337	12,145	6,598	106.36%	
Potential Award	\$ 274,156	\$ 217,149	\$ 117,976	\$ 522,067	
1% Progress Measure (increase/decrease)	4.07%	-1.94%	3.53%	6.36%	
Actual Award within Available Allocation	\$ 245,425	\$ 139,892	\$ 98,170	\$ 490,850	\$ 974,337
Percent (%) Funded	100.0%	95.0%	100.0%	100.0%	99.3%
Balance	\$ 0	\$ 7,363	\$ 0	\$ 0	\$ 7,363

Performance Funding Detail by Institution
Recalibrated Amounts

Community Colleges					
	Completion	Underserved Students	Market Demand	Yeild Rate	Total
Weighting	25%	15%	10%	50%	
Dollar Multiplier	\$17.88	\$17.88	\$17.88		
Snow College					
Available Allocation (2.71%)	\$ 46,775	\$ 28,065	\$ 18,710	\$ 93,550	\$ 187,100
Earned Units (5-Yr Average)	2,870	1,475	942	99.46%	
Potential Award	\$ 51,305	\$ 26,377	\$ 16,839	\$ 93,041	
1% Progress Measure (increase/decrease)	2.59%	0.23%	-4.81%	-0.54%	
Actual Award within Available Allocation	\$ 46,775	\$ 25,058	\$ 15,997	\$ 88,389	\$ 176,220
Percent (%) Funded	100.0%	89.3%	85.5%	94.5%	94.2%
Balance	\$ 0	\$ 3,007	\$ 2,713	\$ 5,161	\$ 10,880
Salt Lake Community					
Available Allocation (11.85%)	\$ 195,525	\$ 117,315	\$ 78,210	\$ 391,050	\$ 782,100
Earned Units (5-Yr Average)	11,613	9,489	3,376	101.55%	
Potential Award	\$ 207,582	\$ 169,656	\$ 60,366	\$ 397,118	
1% Progress Measure (increase/decrease)	1.50%	-4.14%	1.38%	1.55%	
Actual Award within Available Allocation	\$ 195,525	\$ 111,449	\$ 60,366	\$ 391,050	\$ 758,391
Percent (%) Funded	100.0%	95.0%	77.2%	100.0%	97.0%
Balance	\$ 0	\$ 5,866	\$ 17,844	\$ 0	\$ 23,709
Remaining Balances (to be reallocated based on performance)					
	Completion	Underserved Students	Market Demand	Research	Efficiency
	4,093	95,997	23,659.1	0	20,933
					\$ 144,682

Percent of Total Funded Applied to Unallocated	<i>Completion</i>	<i>Underserved Students</i>	<i>Market Demand</i>	<i>Efficiency</i>	<i>Research</i>	<i>Total</i>	<i>% of Total</i>
5-year Average Unallocated	\$ 4,093	\$ 95,997	\$ 23,659	\$ 20,933	\$ -	\$ 144,682	
University of Utah	1,203	17,028	7,197	5,489	-	30,916	21.37%
Utah State University	835	16,822	5,000	3,814	-	26,471	18.30%
Weber State University	442	13,339	2,643	2,520	-	18,944	13.09%
Southern Utah University	196	6,241	1,175	1,120	-	8,733	6.04%
Dixie State University	185	5,590	1,052	1,001	-	7,828	5.41%
Utah Valley University	620	18,715	3,708	3,536	-	26,578	18.37%
Snow College	118	3,352	604	637	-	4,711	3.26%
Salt Lake Community College	494	14,910	2,280	2,817	-	20,500	14.17%
Total	\$ 4,093	\$ 95,997	\$ 23,659	\$ 20,933	\$ -	\$ 144,682	100.00%

TOTAL ALLOCATION							
Funded and Redistribution of Unallocated	<i>Completion</i>	<i>Underserved Students</i>	<i>Market Demand</i>	<i>Efficiency</i>	<i>Research</i>	<i>Total</i>	<i>% of Total</i>
5-year Average							
University of Utah	477,503	144,307	197,717	767,569	285,780	1,872,900	28.81%
Utah State University	331,735	142,564	137,360	533,254	198,540	1,343,400	20.67%
Weber State University	175,367	113,046	72,613	352,370	-	713,400	10.98%
Southern Utah University	77,954	52,896	32,278	156,635	-	319,800	4.92%
Dixie State University	73,485	47,371	28,906	140,013	-	289,800	4.46%
Utah Valley University	246,045	158,607	101,878	494,386	-	1,000,900	15.40%
Snow College	46,893	28,410	16,602	89,026	-	180,900	2.78%
Salt Lake Community College	196,019	126,359	62,647	393,867	-	778,900	11.98%
Total	1,625,000	813,560	650,000	2,927,120	484,320	6,500,000	100.00%

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Capital Development Prioritization (CDP) Cycle 2018-19 – Adoption of Priority Guidelines

Issue

As part of the annual Capital Development Prioritization (CDP) process, Regent policy R741 *Capital Development Prioritization* requires the Board to establish and adopt priority guidelines which outline how the Board will evaluate proposed capital facilities projects for the next request cycle.

Background

Regent policy R741 describes the Board's process for ranking state-funded capital facility projects. The prioritization process is comprised of a quantitative analysis of institutional needs and a qualitative review of how well the proposed project addresses the Board's priority guidelines and overarching goals of the 2025 Strategic Plan. Policy requires the Board to establish annual priority guidelines for the qualitative review at the beginning of the project request cycle.

The Regents' Capital Facilities Subcommittee met in early April to review the outcomes and lessons learned from last year's CDP process and to review and establish recommended priority guidelines for the upcoming year. In consultation with the Commissioner's Staff, the Subcommittee recommends making a few adjustments to both the priority guidelines and how the Regent Priority Points are determined.

The Subcommittee recommends the following changes for this year's process:

- Simplify the priority guidelines to three primary guiding objectives;
- Establish criterion for each guiding objective using the previous priority guidelines to determine points earned;
- Rename "Guideline Points" to "Regent Criteria Points"; and
- Provide an opportunity for the full Board to participate in scoring the capital facilities requests.

First, the Subcommittee recommends restructuring the priority guidelines to encourage institutions to propose capital facilities projects that meet the following objectives:

- Supports the Board's 2025 Strategic Plan;
- Addresses necessary institution infrastructure improvements; and
- Supports emerging needs and partnerships.

Second, the Subcommittee recommends using the existing priority guideline elements to develop ten criterion conditions which support the priority guidelines as outlined above. Each criterion will be worth one point, but institutions may earn half credit if they demonstrate that they partially meet the criterion.

Third, the Subcommittee proposes to rename the Guideline Points to "Regent Criteria Points" to more accurately reflect how the points are earned.

Finally, the Subcommittee recommends including the full Board of Regents in the allocation of these ten (10) points. Institutions requesting state funding consideration for a capital development project will present their project to the full Board of Regents on Thursday, September 14, 2017. Each Board member will score the presentation according to the criteria identified in the attached guidelines. This new format will allow for greater input from the full Board by allowing each member of the Board to score and evaluate institutional capital project presentations. Board member scores will be collected anonymously and will be aggregated and averaged to produce a Regent Criteria Point score for each institutional project.

After the September institutional presentations, the Subcommittee will meet to review the Board's input on Regent Criteria points and information received from institutional tours and presentations to develop their final recommendation for the Board, including how to allocate the remaining fifteen (15) Discretionary Points. The priority guidelines for 2018-19 follow in the attachment.

Commissioner's Recommendation

The Commissioner recommends approval of the proposed guidelines for use by the Regents and institutions during the upcoming CDP cycle.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

ATTACHMENT A – Capital Development Priority Guidelines for FY 2019

Regent Priority Points – In addition to the quantitative “Scoring Points,” Regent Policy R741, *Capital Development Prioritization*, allows the Regents to award up to 25 additional points per institution to address critical USHE needs. For FY 2019, the award of Regent Priority points will be made in two steps: 1. Regent Criteria Points (up to 10 points) awarded by the full Board based on Institutional presentations and 2. Regent Discretionary Points (up to 15 points) awarded by the Capital Facilities Committee based on facility tours, institutional presentation, and capital project needs statements.

Regent Criteria Points

0-10 Points

Each institution requesting state funding consideration for a capital development project will present the project to the full Board of Regents on Thursday, September 14, 2017. Each Board member will score the presentation according to the following criteria. Board member scores will be collected anonymously and will be aggregated and averaged to produce a score for each institutional project.

Regent Criteria: Supports Strategic Plan 2025	Possible Points	Full Points	Half Points	No Points
1. The project is part of the Board approved campus master plan.	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The project will primarily support the expansion/enhancement of critical programs to support regional economic development.	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The project allows for innovative delivery of academic programs.	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regent Criteria: Addresses Necessary Infrastructure Improvements	Possible Points	Full Points	Half Points	No Points
1. The project will improve space utilization through the elimination of space and equipment that is functionally obsolete.	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The project will resolve imminent threats to daily operations.	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The project will result in long-term cost efficiencies through optimized use of O&M resources, reduced lease costs, and/or enhanced sustainability efforts of energy conservation and efficiencies.	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The project addresses and improves overall cost-effectiveness of academic programs.	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The project has received approval for and has completed the programming phase.	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regent Criteria: Supports Emerging Needs and Partnerships	Possible Points	Full Points	Half Points	No Points
1. The project leverages cost-effective partnerships with other USHE institutions, state agencies, or other external partners.	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The project addresses a time-sensitive emerging opportunity to enhance the State's or regional overarching economic development needs.	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Regent Discretionary Points

0-15 Points

These points are designed to position institutions to further develop and enhance their assigned missions and roles (see R741.3.4.1). Consideration will also be given to projects that directly improve performance or achieve the goals included in the *Strategic Plan 2025*. Consideration will also be given, where deemed to be appropriate, to projects with prior approved Legislative design and programming funding.

Total Regents Points

25 Points

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Property Disposal

Issue

As required by Regent Policy R704, *Disposal of Real Property* Utah Valley University (UVU) is notifying the Board that its Board of Trustees approved a property sale of 0.918 acres at the April Trustee meeting.

Background

Regent Policies R703, *Acquisition of Real Property* and R704, *Disposal of Real Property* delegates authority to institutional Board of Trustees to acquire and dispose of institutional property valued at less than \$500,000. These policies require institutions to notify the Board regarding any Trustee property transactions approved under these policies in the next regularly scheduled State Board of Regents Meeting.

During the April 20, 2017 meeting, UVU Board of Trustees approved the sale of a 0.918 acre easement on the University's eastern border for the appraised value of \$410,000 to accommodate a private housing development. The attached letter from the University provides additional details on the Board of Trustee action and fulfills the requirement of the Regent policy.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments



UTAH VALLEY UNIVERSITY

VICE PRESIDENT FOR FINANCE & ADMINISTRATION

1 May 2017

David Buhler
Utah System of Higher Education
Board of Regents Building
The Gateway
60 South 400 West
Salt Lake City UT 84101

Dear Commissioner Buhler,

The Utah Valley Board of Trustees approved the sale of a small parcel of real property, which I am submitting for information of the Utah Board of Regents. The property is .918 acres to facilitate the construction of the Palos Verde Apartment complex, which will be located across from College Drive.

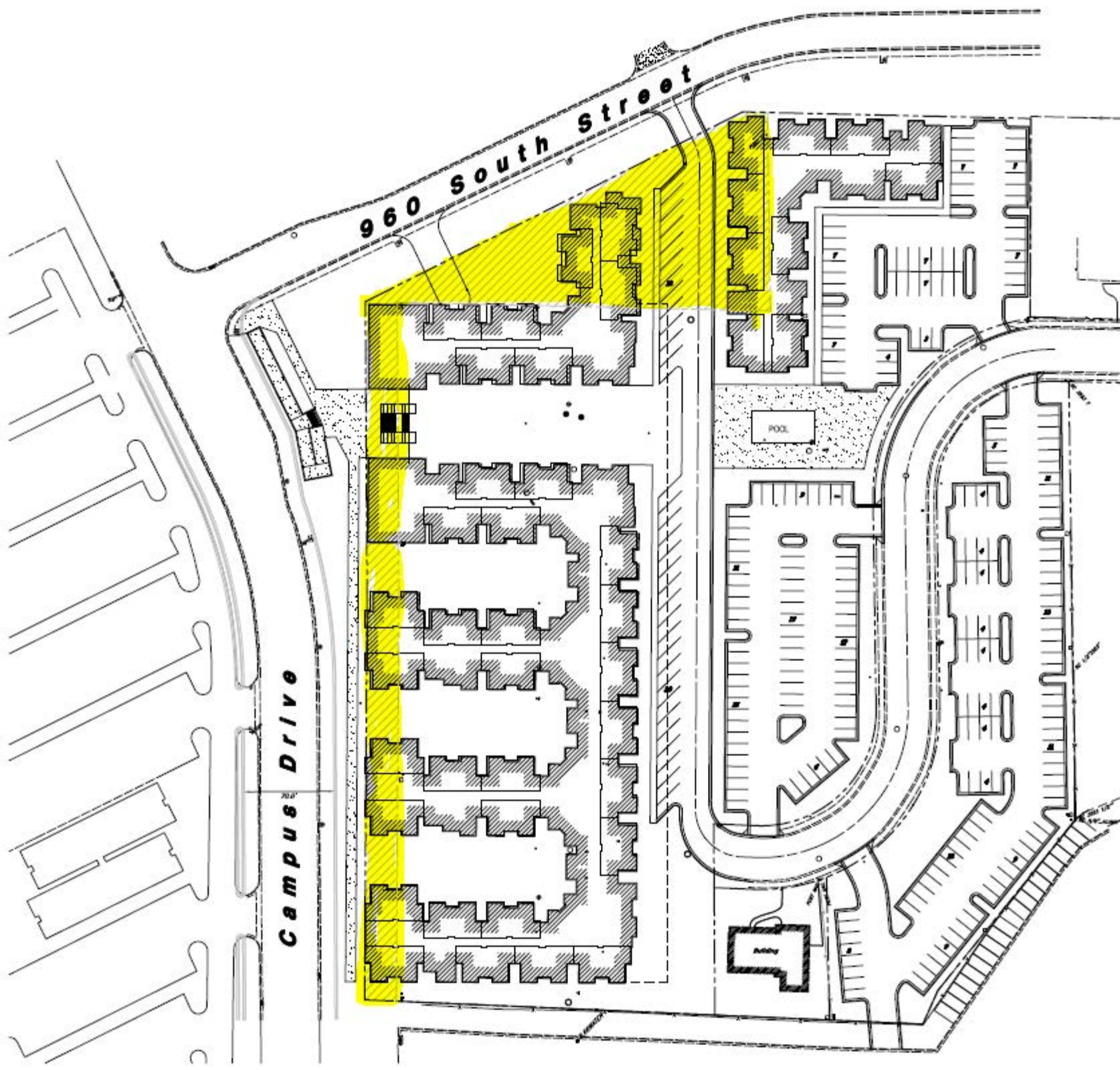
PEG Development and Woodbury Corporation are collaborating to build an 1100 bed apartment complex in the old Palos Verdes neighborhood. This development will be contiguous to the University's eastern border. In order to accommodate the development, the project needs .918 of an acre and easements to make the complex possible. The property appraised at \$410,000 or \$10.25 per square foot. The easements required for the project include an easement for location of a water main and easements to access 960 West and Wolverine Way.

Thank you for your review of these two items. If you have any questions, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Val Peterson', with a stylized flourish at the end.

Val L. Peterson
Vice President
Finance and Administration





Utah Valley University

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Institutions' Health Plan Changes 2017-18

Issue

Annually, the Board receives a summary report regarding USHE institutional health benefit plans for the upcoming fiscal year.

Background

The attached report provides Regents with several key metrics for an institution's health benefit plans including:

- Number of plans available
- Annual costs for employer and employee
- Cost increases (total, employer, employee)
- Major plan design changes

The health benefits package is a critical component of the overall compensation package provided to institutional employees, and is subject to significant conversation and review at each institution. Several institutions' insurance plans will be experiencing design changes as outlined in the attached information.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachment

Summary of USHE Medical Benefit Changes | FY 2018

Institution and Medical Provider	Number of Plans	Annual Medical Employer/ Employee Costs	Premium Split	Cost % Increase Total	Cost % Increase for Employer	Cost % Increase for Employee	Information (e.g., Plan Design Changes)
UU Health Care and Regence, Blue Cross/ Blue Shield partnership (self-insured)	5	<u>Advantage Single</u> \$6,811/\$749 <u>Two-Party</u> \$11,919/\$1,310 <u>Family</u> \$17,980/\$1,977	90/10	13.0%	12.0%	20.0%	<ul style="list-style-type: none"> No major plan changes
USU Blue Cross/Blue Shield (self-insured)	6	<u>Blue Plan Single</u> \$5,430/\$1,097 <u>Two-Party</u> \$12,257/\$2,469 <u>Family</u> \$17,688/\$3,566	90/10	17.2%	16.5%	20.9%	<ul style="list-style-type: none"> Increased medical out-of-pocket maximum by \$250 Increased prescription coinsurance maximum by \$250 Changed specialty prescription tier 1 – 20% of first \$150 90/10 split represents all plans combined
WSU PEHP (not self-insured)	3	Traditional Advantage/Summit <u>Single</u> \$5,876/\$653 <u>Two-Party</u> \$12,116/\$1,346 <u>Family</u> \$16,175/\$1,797	90/10	6.5%	6.5%	6.5%	<ul style="list-style-type: none"> Inpatient Rehabilitation will be limited to 45 days per plan year
SUU Educators Mutual (self-insured)	2	High Deductible <u>Single</u> \$4,692/\$528 <u>Family</u> \$13,608/\$1,512	90/10	0.0%	0.0%	0.0%	<ul style="list-style-type: none"> No major plan changes
SNOW PEHP (not self-insured)	4	Traditional Advantage/Summit <u>Single</u> \$5,991/\$538 <u>Two-Party</u> \$12,351/\$1,110 <u>Family</u> \$16,490/\$1,482	92/8	6.1%	7.9%	-13.9%	<ul style="list-style-type: none"> No major plan changes

Summary of USHE Medical Benefit Changes | FY 2018

Institution and Medical Provider	Number of Plans	Annual Medical Employer/Employee Costs	Premium Split	Cost % Increase Total	Cost % Increase for Employer	Cost % Increase for Employee	Information (e.g., Plan Design Changes)
DSU PEHP (not self-insured)	2	Traditional Advantage/Summit <u>Single</u> \$5,991/\$539 <u>Two-Party</u> \$12,352/\$1,110 <u>Family</u> \$16,490/\$1,482	92/8	7.0%	9.0%	-12.0%	<ul style="list-style-type: none"> Additional legislative funding allowed a changed in the premium split from 90/10 to 92/8 No major plan changes
UVU Choice Plus Traditional (self-insured)	4	Traditional <u>Single</u> \$5,600/\$622 <u>Two-Party</u> \$12,936/\$1,437 <u>Family</u> \$18,685/\$2,076	90/10	8.0%	8.0%	8.0%	<ul style="list-style-type: none"> Increased emergency room copay from \$250 to \$300+80%/20% co-insurance Increased out-of-pocket maximum from \$3,250/\$6,500 to \$4,000/\$8,000 Increased pharmacy deductible from \$100 to \$200 Increased pharmacy out-of-pocket from \$1,250/\$2,500 to \$2,000/\$4,000
SLCC Blue Cross/Blue Shield (self-insured)	2	Traditional ValueCare <u>Single</u> \$6,555/\$720 <u>Two-Party</u> \$14,768/\$1,620 <u>Family</u> \$20,658/\$2,232	90/10	8.0%	8.0%	8.0%	<ul style="list-style-type: none"> Increased in-network out-of-pocket maximum to \$3,200 (individual) and \$6,500 (family) Removed emergency room \$150 co-pay with coverage of 80/20 after deductible Added telehealth benefit

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Capital Improvement Update for 2017-18

Issue

The State Building Board met on April 5, 2017 and allocated over \$61 million to USHE institutions for capital improvement projects in FY 2018 (56 percent of the total allocation). Capital improvement projects help maintain existing facilities. The \$119 million appropriated by the State legislature for FY 2018 is the highest amount ever funded for capital improvements and the fourth year funding met the statutorily required level.

Background

Capital improvement projects are also known as alterations, repairs, and improvements (AR&I). These projects help maintain existing facilities by repairing and replacing old and failing components, systems, and equipment. Typical projects include utility upgrades, correction of code violations, roofing repairs, structural improvement, hazardous materials abatement, and the remodeling of nonfunctional space.

Utah statute defines capital improvements as projects costing less than \$3.5 million and requires the state legislature to fund capital improvement projects at 1.1 percent of the replacement value of state facilities. Revenue shortfalls following the recession of 2008 slowly eroded capital improvement funding to a low in FY 2011 of \$50.7 million (0.6 percent of replacement value). Since that time the Utah state legislature has made a concerted effort to restore capital improvement funding to the 1.1 percent level. This year marks the fourth straight year of funding at the 1.1 percent level and the total funding of just over \$119 million is the highest amount ever funded by the legislature for capital improvements. A five-year summary of capital funding is included in the attachments.

By statute the state legislature delegates authority to the State Building Board to allocate capital improvement funds to specific agency and institutional projects. Institutions request projects each year based on each institution's inventory of needed capital improvements. Despite high levels of funding over the last several years, institutions continue to have greater need than available funding. For FY 2018 USHE institutions requested \$102.9 million in capital improvement projects and received funding for approximately \$61.7million. It should also be noted that annual project requests represent the projects that an institution hopes will be funded in a given year and do not include all of the capital improvement needs at an institution. A summary highlighting the detail of the USHE projects requested and funded in FY18 follows in the attachments.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

ATTACHMENT A - Five-Year Capital Improvement Funding History

Agencies / Institutions	FY 2014	%	FY 2015	%	FY 2016	%	FY 2017	%	FY 2018	%
University of Utah	21,450,000	26%	27,423,700	29%	28,960,402	28%	26,688,800	25%	26,877,755	24%
Utah State University	8,717,000	11%	8,690,000	9%	11,255,000	11%	12,365,000	12%	12,565,000	11%
Weber State University	3,917,000	5%	4,066,500	4%	4,394,000	4%	4,875,500	5%	4,828,130	4%
Southern Utah University	2,638,000	3%	2,393,500	3%	3,001,830	3%	3,547,387	3%	3,385,644	3%
Snow College	1,750,000	2%	1,907,295	2%	2,235,065	2%	2,651,368	2%	2,501,062	2%
Dixie State University	1,707,000	2%	2,009,137	2%	1,954,409	2%	2,646,000	2%	2,476,438	2%
Utah Valley University	3,820,000	5%	3,867,000	4%	4,010,961	4%	4,000,000	4%	4,245,000	4%
Salt Lake Community College	3,861,000	5%	4,383,566	5%	4,354,648	4%	4,906,361	5%	4,789,134	4%
Total USHE	\$47,860,000	58%	\$54,740,698	59%	\$60,166,315	58%	\$61,680,416	58%	\$61,668,163	56%
UCAT	3,701,000	4%	4,074,250	4%	5,609,668	5%	5,922,462	6%	5,317,235	5%
Alcoholic Beverage Control	588,000	1%	593,693	1%	459,049	0%	1,090,451	1%	742,625	1%
Capitol Preservation Board	3,249,000	4%	1,703,490	2%	1,617,550	2%	2,416,129	2%	2,255,000	2%
Corrections	3,073,000	4%	3,351,404	4%	3,757,918	4%	3,625,835	3%	3,594,057	3%
Courts	3,158,000	4%	3,103,602	3%	3,982,057	4%	4,527,120	4%	4,533,507	4%
DFCM	4,903,000	6%	4,844,668	5%	5,619,440	5%	5,632,305	5%	5,841,581	5%
Fairpark	619,000	1%	3,503,315	4%	1,737,839	2%	1,355,637	1%	2,123,764	2%
Health	1,204,000	1%	931,842	1%	1,131,779	1%	943,493	1%	1,317,175	1%
Human Services	3,783,000	5%	3,889,311	4%	5,279,033	5%	4,316,205	4%	5,239,484	5%
National Guard	2,553,000	3%	2,596,500	3%	2,800,610	3%	2,610,000	2%	5,441,496	5%
Natural Resources	2,629,000	3%	3,337,000	4%	5,963,715	6%	5,255,533	5%	5,008,800	5%
Public Ed/Rehab/Deaf & Blind	844,000	1%	1,409,000	2%	1,828,700	2%	1,621,000	2%	1,163,000	1%
Transportation	2,009,000	2%	1,695,000	2%	1,128,428	1%	2,054,634	2%	1,594,211	1%
Workforces Services	775,000	1%	820,783	1%	970,107	1%	1,085,838	1%	1,202,000	1%
Other State Agencies	1,752,000	2%	2,939,414	3%	2,324,732	2%	2,634,042	2%	3,391,702	3%
Total State Agencies	31,139,000	38%	34,719,022	37%	38,600,957	37%	39,168,222	37%	43,448,402	39%
Subtotal	\$82,700,000	100%	\$93,533,970	100%	\$104,376,940	100%	\$106,771,100	100%	\$110,433,800	100%
High Priority Projects	\$0		\$0		\$1,500,000		\$5,822,000		\$4,150,000	
Statewide Funding	5,000,000		6,709,630		5,669,960		5,232,000		4,485,000	
Grand Total	\$87,700,000		\$100,243,600		\$111,546,900		\$117,825,100		\$119,068,800	

ATTACHMENT B – USHE Capital Improvement Requests and Allocations 2017-18

Capital Improvement Project Description	Institutional Request	Building Board Allocation
University of Utah		
Infrastructure Bond Debt Service	\$1,500,000	\$1,500,000
North Chemistry Building Reroof	1,565,000	1,590,215
Fine Arts West Electrical Service Replacement	363,600	363,600
Social & Behavioral Science Structural Upgrade at Levels 3 & 4	2,292,200	2,292,200
Replace Second Chemistry Chiller and Demo Plant	2,798,600	2,798,600
Eccles Institute of Human Genetics Replace 2 Passenger Elevators	450,000	907,000
Merrill Engineering Building Remove HVAC Equipment from Roof	2,682,000	2,682,000
Utah Museum of Natural History Paving Replacement	420,000	420,000
Chemistry Building 4th Floor West and 3rd Floor East Lab Rebuild	3,500,000	3,500,000
Emergency Generators and Life Safety Transfer Switches	1,500,000	1,200,000
Chemistry Building Envelope Investigation	150,000	150,000
Sidewalk Improvements Mario Capecchi Dr. and Ft. Douglas	1,161,100	625,000
Study & Design Funds	250,000	150,000
Secondary Water System of Landscape Irrigation	2,489,700	2,489,700
Circulation Improvements - Humanities Area	933,100	933,100
Sidewalk Improvement So. Campus at Police Station to Business Corridor	400,000	450,000
Campus Site Lighting Upgrade - Lower Campus	850,000	850,000
Fieldhouse Reroof	171,200	199,240
Eye Wash Stations	840,900	500,000
Life Sciences Building	2,507,100	2,507,100
Chemistry Southeast Tower Fume Hood Upgrade	2,313,100	
Storm Water Retention/Drainage Systems	2,000,000	770,000
UMNH Building Environment & Humidity Control Upgrade	536,400	
Repave 1800 East	200,000	
Historical Buildings Stair Replacement	914,900	
Wasatch Drive Rebuild Design	200,000	
Public Safety Building Reroof	79,100	
Motor Pool Building Exterior Repair	534,600	
Art & Architecture Complex Pipe Replacement	718,000	
Total University of Utah	\$34,320,600	\$26,877,755

Capital Improvement Project Description	Institutional Request	Building Board Allocation
Utah State University		
Geary Theater Upgrade	\$2,500,000	\$2,500,000
Medium Voltage Upgrade	1,500,000	1,500,000
Planning and Design Fund	175,000	175,000
Campus-Wide Health, Life Safety, Code Compliance & Asbestos Abatement	150,000	150,000
Old Main Reroof South Wing	800,000	800,000
Campus Concrete Replacement	350,000	350,000
Campus-Wide Bike Racks & Site Furnishings	60,000	60,000
Campus-Wide Electronic Access Control	200,000	200,000
Campus Sign System	50,000	50,000
Campus Wide Classroom Upgrades	200,000	200,000
Stairs Replacement North of Aggie Terrace Parking	325,000	325,000
NFS Lab Ventilation System Replacement	1,025,000	1,025,000
Parking Lot Paving	450,000	450,000
Parking Lot Crack Repair and Slurry Seal	150,000	150,000
Champ Drive / Old Main Hill Sewer Line & MH Replacement	1,400,000	1,400,000
Water Lab Front Bridge	50,000	50,000
Southeast Campus Sidewalks & Safety Lighting	850,000	850,000
Eccles Business Building Reroof Upper Tower	175,000	175,000
UWRL Boiler Replacement	280,000	280,000
Research Greenhouse Boiler Replacement	145,000	145,000
Lighting Control Upgrade	75,000	75,000
UWRL Lab Room 339 Bench Replacement	100,000	
Campus Mapping	200,000	200,000
University Inn Repair Concrete Slab and Post Tension Tendons	175,000	175,000
Bio Tech New Lab Controls	500,000	500,000
Natural Resources Fire Alarm System Upgrade	150,000	150,000
SDL Fire Alarm System Upgrade	180,000	180,000
Ray B. West Re-roof	450,000	450,000
Concrete Panel Replacement at FAC	450,000	
SEER Fire Sprinkling Upgrade	200,000	
Campus Fume Hood Upgrades	500,000	
NFS Dairy Lab Mechanical Upgrade	850,000	
Morgan Theater Stage Rebuild	150,000	
Total Utah State University	\$14,815,000	\$12,565,000

Capital Improvement Project Description	Institutional Request	Building Board Allocation
Weber State University		
ArcFlash Study	\$30,498	\$30,498
McKay Education Roof	247,804	251,304
Engineering Technology Roof	501,578	505,078
Allied Health North Mechanical	1,342,345	1,342,345
Parking Lot Renovations (A7)	292,010	353,000
Engineering Studies - Domestic Water, Browning Center East Retaining Wall, Sanitary Sewer, Irrigation, Public Safety Radio Study	100,000	100,000
Social Science Ground Source Field	1,005,609	1,005,609
Cooling Towers Filtration-Isolation-VFD&Motor Replacement Phase 1	157,838	157,838
Wattis Medium Voltage Switch Replacement and Relocation	117,879	117,879
Replace Central Natural Gas Piping Tunnels	243,585	243,585
Weather Proofing - Allied Health, D2, Lampros, Visual Arts	146,828	146,828
DEC Generator Replacement and Relocation	112,463	112,463
Irrigation Main Control Replacement	249,703	249,703
Campus Fire System Upgrades - Phase 1	246,833	212,000
ADA Compliance Upgrades - Phase 1	102,397	
Concrete Replacement - Social Science and Wattis Walkway	135,000	
Student Services Roof Parapet Caps & Windows - Safety Issue	1,200,000	
Asphalt Maintenance (Cut, Patch and Seal) (CE Davis, Mail Services, Printing Services, Annex)	363,000	
Visual Arts Roof	607,163	
Lind Lecture MEP	2,000,000	
Phase VII: High Voltage Substation and Building Switching Upgrades	190,000	
Technical Education Building Galvanized Piping Replacement, Restroom upgrades, and HVAC Mechanical and Control upgrades, Fire Sprinkler installation.	1,250,000	
Library - East hill side water protection & pump replacement	75,000	
Rekey remaining buildings to ASSA System	230,000	
W5 Parking Lot Painting & Resurfacing	750,000	
Landscape and Irrigation in the Areas Surrounding the Browning Center and Visual Arts.	150,000	
Boiler Replacement- Ground-source conversion - Phase 3 - W4/W5	906,477	
Phase VII: High Voltage Substation and Building Switching Upgrades (Library Switch and Transformer Replacement and Relocation)	400,000	
Phase VIII: Steam Tunnel Repairs (Chilled water valving to support VFR systems)	400,000	
Concrete - Tracy Plaza West Stairs	267,850	
Engineering Technology Galvanized Piping Replacement, Restroom upgrades, and HVAC Mechanical and Control upgrades, Fire Sprinkler installation.	1,250,000	
Chiller replacement Chilled Water Plant	528,000	
Total Weber State University	\$15,599,860	\$4,828,130

Capital Improvement Project Description	Institutional Request	Building Board Allocation
Southern Utah University		
Campus: Blue Light Security Camera Upgrade	\$130,000	\$130,000
General Classroom Building: Air Handler Replacement	140,000	140,000
Music Building: Chiller Replacement	90,000	90,000
Juniper Parking Lot Replacement	300,000	400,000
Smith Center: Reroof and Rotunda Skylight Replacement	750,000	895,875
Hunter Conference Center: ADA Path and Pedestrian Safety	550,000	550,000
Centrum Fire Suppression System Upgrade	250,000	250,000
SUU Valley Farm: ADA Restroom and path upgrade	165,000	165,000
Campus: Concrete Replacement	200,000	200,000
Bennion Building: Data Cable Upgrade	80,000	
Observatory: Pave road and parking lot for ADA accommodations	325,000	325,000
Science Center: Data Cable Upgrade	190,000	239,769
Smith Center Lighting Upgrade	200,000	
Multiple Buildings: Rigging Upgrades & Replacement	100,000	
Utility Metering - Phase II	200,000	
Hunter Conference Center: Upgrade from Pneumatic Controls To DDC	190,000	
Mountain Center: Upgrade Retaining Wall and Pavilion	65,000	
Randall Jones: Chiller replacement	165,000	
Campus Wide: Transformer Upgrade Phase 2	150,000	
General Classroom: Elevator Modernization	120,000	
Sharwan Smith Student Center: Chiller Replacement	185,000	
Eccles Coliseum: Mechanical System Upgrade	200,000	
Harris Center: HVAC Upgrade	78,000	
Sharwan Smith & Centrum: Roof Anchor Fall Protection Systems	60,000	
Science Center: Upgrade from Pneumatic Controls to DDC	400,000	
SUU: Medium Voltage Switch Gear Upgrade	240,000	
Auditorium: Chiller Replacement	135,000	
Library: Control Upgrades	200,000	
SUU Campus: Rigging Upgrade	100,000	
Mountain Center: Well & Well House	150,000	
Business, Bennion & Technology Buildings: Replace Electrical Switch Boards	175,000	
Water Conservation: Connect Irrigation to Cedar City Pressurized System	225,000	
Irrigation System Upgrade	200,000	
Total Southern Utah University	\$6,708,000	\$3,385,644

Capital Improvement Project Description	Institutional Request	Building Board Allocation
Snow College		
ADA and stadium improvements	\$189,500	\$174,731
Concrete Settling and Trip hazards - Ephraim	110,000	
Turf Replacement	500,000	850,000
Noyes Building Exterior Lighting	20,000	20,000
New Parking Lot-Richfield	1,049,331	1,049,331
Roof replacement-Physical Plant building	327,000	327,000
East Campus landscaping and Irrigation	85,000	80,000
Control Upgrades/Commissioning and Repairs	200,000	
New Chiller for High Tech building	200,000	
Commissioning for Eccles building and Sevier Valley Center	200,000	
Change arena lighting to LED Sevier Valley Center	210,000	
SVC Office Update	200,000	
Washburn Building Roof	580,000	
Greenwood Student Center	498,000	
Total Snow College	\$4,368,831	\$2,501,062
Dixie State University		
Relocate Bell Tennis Courts to West Campus	\$1,450,000	\$804,000
Tunnel Extension to South West Edge of Campus	950,000	
Eccles Fine Arts Dimmer Panel and Electrical Improvements	35,000	48,964
East Elementary Utility Connection to Campus	100,000	115,750
Electronic Access Multiple Buildings	45,000	45,000
Browning Learning Center Refurbish	300,000	300,000
Eccles Fitness Center Swimming Pool and Locker Room Improvements	80,000	100,694
Automation for Burns Chillers	50,000	63,871
Stairs to North Plaza Parking	15,000	19,113
Pneumatic Controls	270,000	335,176
Water Savings Landscape Plan (River Rock along 600 South)	25,000	25,000
Burns Arena Door Replacement	60,000	60,000
Burns Arena Seating Replacement	80,000	80,000
Tanner Amphitheater Roof Repair	55,000	72,270
Tanner Amphitheater Paving Repairs	165,000	165,000
General Campus Paving	80,000	88,600
Science Building Classroom Improvements	365,000	
800 East Fire Lane Reconstruction Phase I	425,000	
South Campus Fire Lane Improvements	400,000	
Hurricane Education Center Reroof	153,000	153,000
Replace Emergency Exit Signs - Multiple Buildings	30,000	
Total Dixie State University	\$5,133,000	\$2,476,438

Capital Improvement Project Description	Institutional Request	Building Board Allocation
Utah Valley University		
Extend Campus Power Loop	\$1,600,000	\$1,900,000
Egress Circulation Expansion - GT Hallway	900,000	900,000
Refeed PS Main Switchgear from SB	300,000	225,000
Install new LED fixtures in concourses	250,000	250,000
Replace Obsolete Lighting Control PE & LA	50,000	50,000
Complete West Electrical Loop to UCCU	500,000	500,000
Skylight Replacement BA	120,000	120,000
Update LC Restrooms Lvl 2 and 3	300,000	300,000
Door Knob Replacement	150,000	
Road and Parking Lot Repair	300,000	
Security Camera Upgrades and Additions	150,000	
Classroom Security Locks	200,000	
BMS Controls Upgrade	800,000	
Replace Inefficient Air Handlers BA	200,000	
Install Cooling Tower at CB	800,000	
Dual Fuel Boilers CS Plant	500,000	
LA Building Fan Wall System	750,000	
WC Condensing Boilers	350,000	
CS Fanwall Systems	450,000	
PE Domestic Boiler Replacement	150,000	
Sod Removal Retaining Walls	400,000	
Remove Sidewalk Pavers/ Repair	200,000	
Carpet Replacement	200,000	
Total Utah Valley University	\$9,620,000	\$4,245,000

Capital Improvement Project Description	Institutional Request	Building Board Allocation
Salt Lake Community College		
Roof Access Upgrades	\$116,870	\$116,870
SLCC All Campuses - Complete Proximity Lock Installation	124,815	124,815
LHM- MATC Roof Replacement	373,575	373,575
LHM- KGMC, MPDC Roof Replacement	397,379	397,379
SCC - Ahu 16 Penthouse Upgrade	375,111	400,111
SCC- SCM Basement Concrete Ramp Replacement	149,546	183,846
RRC TB- Window Replacement	470,807	470,807
RRC-BB Restroom Remodel	732,640	785,140
SCC - Chiller Plant Free Cooling System	275,174	275,174
RRC- Tennis Court Refinishing	48,870	48,870
RRC- Heating Plant Upgrades	390,108	390,108
SCC- Mechanical Upgrades	549,739	594,739
SLCC Exterior Sealant Replacement	620,199	627,699
RRC- CT Transformer, MDP & MCC Switchboard & Replacement	252,907	
RRC- TB MDP Panel Replacement	103,832	
RRC- BB MDP Panel Replacement	121,569	
RRC- HP MDP Panel Replacement	546,479	
LHM- MCPC Roof Replacement	238,718	
LHM- MFEC Roof Replacement	443,238	
SCC - Brick & Masonry Repair at Parapet Walls & Corners Phase III	950,105	
RRC- CDL Child Dev Lab Kitchen Remodel	110,390	
RRC- CT Restroom Remodel	1,473,600	
RRC- BB Roof Replacement	483,750	
MBC- BLDG A&C Roof Replacement	647,760	
JC- Dental Hygiene Clinic Flooring Replacement	125,545	
SLCC Dumpster Enclosure Modifications	138,000	
RRC - GFSB & Facilities Complex Fire Alarm Upgrade	25,350	
RRC- ATC HVAC & Mechanical Upgrades & Maintenance	1,064,734	
SCC - SCM Electrical Pull Box Replacement	42,000	
SLCC All Campuses – Upgrade Irrigation Controls	70,486	
RRC- Heating Plant Boiler	585,000	
RRC- S&I Site Concrete & West Entrance Replacement	97,500	
RRC- CT & ATC Interior Signage Replacement	25,000	
RRC- S&I Countertop Replacement	60,000	
JC- Site Concrete Replacement	162,750	
LHM- CART Loading Dock Modifications	11,000	
Total Salt Lake Community College	\$12,404,546	\$4,789,134
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UTAH SYSTEM OF HIGHER EDUCATION TOTALS	\$102,969,837	\$61,668,163

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

A. Minutes

1. Minutes of the Board Meeting March 31, 2017, Dixie State University, St. George, Utah and April 25, 2017, Conference Call, Board of Regents Building (Attachment).

B. Grant Proposals

1. University of Utah – Ed Office of Special Education Programs; "Preparing Psychology Faculty"; \$1,240,579. Elaine Clark, Principal Investigator.
2. University of Utah – National Science Foundation; "Smart City Infrastructure"; \$3,000,072. Cynthia M Furse, Principal Investigator.
3. University of Utah – DOD Office of Economic Adjustment; "Adapt Mtn West MFG Network"; \$2,726,319. Bart Raeymaekers, Principal Investigator.
4. University of Utah – New York Stem Cell Foundation; "NYSCF 2017"; \$1,500,000. Tara Lynn Deans, Principal Investigator.
5. University of Utah – National Science Foundation; "WPSHM"; \$1,400,000. Thomas C Henderson, Principal Investigator.
6. University of Utah – National Science Foundation; "SIMBA"; \$1,262,850. Feifei Li, Principal Investigator.
7. University of Utah – National Science Foundation; "PITA"; \$1,253,158. Feifei Li, Principal Investigator.
8. University of Utah – National Science Foundation, "CRISP", \$1,252,907. Xiaoyue Cathy Liu, Principal Investigator.

9. University of Utah – DHHS National Institutes of Health; “Stewart NIH R01 Tumors”; \$1,000,000. Russell J Stewart, Principal Investigator.
10. University of Utah – NIH National Insti Dental Craniofacial Research; “Connect, Compare, and Change”; \$6,477,191. Kathy Chapman, Principal Investigator.
11. University of Utah – NIH National Institute Deaf & Other Comm Disorder; “Treatments for Asphasia”; \$3,588,770. Julie L Wambaugh, Principal Investigator.
12. University of Utah – NIH National Institute Diabetes Digest Kidney Dis; “Ceramides in Muscle”; \$3,583,770. Scott Summers, Principal Investigator.
13. University of Utah – NIH National Institute on Ageing; “Role of P62/SWSTM1”; \$2,534,768. Sihem Boudina, Principal Investigator.
14. University of Utah – NIH National Inst Diabetes Digest Kidney Dis, “Beta Cell”; \$2,242,012. Scott Summers, Principal Investigator.
15. University of Utah – Ed Office of Special EDCTN & Rehab Svc; “Integrated Training Program”; \$1,226,193. Stacey Shumway Manqwaring, Principal Investigator.
16. University of Utah – DHHS National Institutes of Health; “Genetic Analysis of Codon”; \$1,904,175. Kelly T Hughes, Principal Investigator.
17. University of Utah – American Heart Association; “Tristani-Firouzi AHA SFRN 2017”; \$3,709,200. Martin Tristani-Firouzi, Principal Investigator.
18. University of Utah – NIH National Cancer Institute; “Translational Cell Cycle”; \$2,928,733. Bruce A Edgar, Principal Investigator.
19. University of Utah – NIH National Cancer Institute; “Dissection of Estrogen Recepto”; \$2,892,685. Jason Gertz, Principal Investigator.
20. University of Utah – DHHS National Institutes of Health; “Nutrient Sensing”; \$2,697,314. Donald E Ayer, Principal Investigator.
21. University of Utah – NIH National Heart Lung & Blood Inst; “Catheterized Microscopy”; \$2,612,493. Frank Sachse, Principal Investigator.
22. University of Utah – NIH National Cancer Institute; “Signals for Cancer Invasion”; \$2,457,326. Michelle C Mendoza, Principal Investigator.

23. University of Utah – NIH National Institute on Drug Abuse; “Nicotine and Methamphetamine”; \$1,906,250. Annette Fleckenstein, Principal, Principal Investigator.
24. University of Utah – NIH National Cancer Institute; “Role of Ron-Kinase”; \$1,904,175. Alana Lee Welm, Principal Investigator.
25. University of Utah – NIH National Cancer Institute; “Serotonergic Antidepressants”; \$1,904,175. Kimberley Evason, Principal Investigator.
26. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; “Serotonin Signaling In Liver”; \$1,904,175. Kimberley Evason, Principal Investigator.
27. University of Utah – NIH National Cancer Institute; “DNA Repair-Based Strategies”; \$1,904,175. Srividya Bhaskara, Principal Investigator.
28. University of Utah – NIH National Inst Neurology Disorders Stroke; “Neural Crest EMT”; \$1,904,175. Rodney A Stewart PhD, Principal Investigator.
29. University of Utah – NIH National Cancer Institute; “UH2/UH3 Breast Cancer”; \$1,524,498. Philip S Bernard, Principal Investigator.
30. University of Utah – NIH National Cancer Institute; “Pringle K99/R00”; \$1,018,882. Martin McMahon, Principal Investigator.
31. University of Utah – US Department of Health & Human Services; “Central Rockies ATTC”; \$3,876,470. Jason Burrow-Sanchez, Principal Investigator.
32. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; “Deceased Donor Biomarkers”; \$3,465,993. Isaac Eli Hall, Principal Investigator.
33. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; “DIAB-CKD”; \$3,185,493. Srinivasa Beddhu, Principal Investigator.
34. University of Utah – NIH national heart Lung & Blood Inst; “Prorenin in Aldosterone”; \$2,911,403. Tianxin Yang, Principal Investigator.
35. University of Utah – DHHS National Institutes of Health; “Improved MRI for Guiding AF”; \$2,699,949. Edward Victor Rebok Di Bella, Principal Investigator.
36. University of Utah – DHHS National Institutes of Health; “Agarwal R01 Feb2017 Neurotropi”; \$2,525,604. Jayant Agarwal, Principal Investigator.

37. University of Utah – Arnold and Mabel Beckman Foundation; “Beckman Center for Cryo-Em”; \$2,500,000. Wesley I Sundquist, Principal Investigator.
38. University of Utah – DHHS Agency for Healthcare Research & Quality; “Scalable Decision Lung Cancer”; \$2,247,899. Kensaku Kawamoto, Principal Investigator.
39. University of Utah – DHHS National Institutes of Health; “EPA2”; \$2,173,663. Tracey Lamb, Principal Investigator.
40. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; “Role of Microna’s”; \$1,981,752. Marcu Guy Pezzolesi, Principal Investigator.
41. University of Utah – NIH National Institute on Aging; “R01 Jason Shepherd”; \$1,977,777. Jason Shepherd Dennis, Principal Investigator.
42. University of Utah – NIH National Eye Institute; “Intracaptor – 2017”; \$1,906,250. Balamurali Krishna Ambati, Principal Investigator.
43. University of Utah – NIH National Cancer Institute; “Risk Genes”; \$1,904,380. Lin Eric Huang, Principal Investigator.
44. University of Utah – DHHS National Institutes of Health; “Gamaherpes Viruses”; \$1,901,250. Tracey Lamb, Principal Investigator.
45. University of Utah – DHHS Centers for Disease Control & Prevention; “Sports Concussion Education”; \$1,632,311. Colby R Hansen, Principal Investigator.
46. University of Utah – DHHS National Institutes of Health; “Diarrhea R01”; \$1,539,465. Daniel Ted Leung, Principal Investigator.
47. University of Utah – NIH National Heart Lung & Blood Inst; “WNTS in Stroke”; \$1,523,547. Mohammad Yashar Sorena Kalani MD, Principal Investigator.
48. University of Utah – The Resh Inst at Nationwide Children’s Hosp; “Cook/Szadkowski Rinch Sub 2/17”; \$1,203,856. Lawrence J Cook, Principal Investigator.
49. University of Utah – DHHS Centers for Disease Control & Prevention; “Cook/Kerns U01 CDC Feb 2017”; \$1,200,000. Lawrence J Cook, Principal Investigator.
50. University of Utah – NIH National Inst Biomedical Imaging & Bioeng; “Single-Backprojection CT Image”; \$1,135,700. Gengsheng Lawrence Zeng, Principal Investigator.

51. Utah State University – US Department of Health & Human Services; “CPD Core Funding – University Centers for Excellence in Developmental Disabilities Education, Research and Service”; \$2,735,000. Matthew Thomas Wappett, Principal Investigator.
52. Utah State University – SERDP; “A Date-Driven Decision Support System to Identify Optimal Land use Alternatives for Protecting Species of Concern on DoD and Surrounding Lands”; \$1,079,606.92. Charles P Hawkins, Principal Investigator; Edward Ramsy Hammill, Karen E Mock, Co-Principal Investigators.
53. Utah State University – US Department of Education; “Preparing Personnel to Serve Infants, Toddlers, and Preschool-Age Children with Disabilities”; \$1,245,248.57. Lauri Jan Harwood Nelson, Principal Investigator; Renee Frances Polanco Lucero, Co-Principal Investigators.
54. Utah State University – US National Science Foundation; “E-STITCH: Elementary STEM Teaching Integrating Technology and Computing holistically”; \$1,877,456.02. Colby Tofel-Grehl, Principal Investigator.

C. Awards

1. University of Utah – Arnold and Mabel Beckman Foundation; “Beckman Center for Cryo-EM; \$2,500,000. Wesley I Sundquist, Principal Investigator.
2. University of Utah – NIH National Institute of Child Health & Human Dev; “Dean U01 CPCCRN Renewal 2014”; \$2,249,999. J Michael Dean, Principal Investigator.

D. Academic Items Received and Approved

1. New Programs
 - a. University of Utah – Certificate of Proficiency in Engineering Entrepreneurship
 - b. Utah State University – Emphasis in Criminal Justice within the BA/BS in Sociology
 - c. Utah State University – Minor in Equine Assisted Activities and Therapies
 - d. Southern Utah University – Minor in Global Studies
 - e. Dixie State University – Bachelor of Science in Nursing (add prelicensure BSN to existing BSN degree)
 - f. Dixie State University – Certificate of Proficiency in Multimedia Journalism
 - g. Dixie State University – Certificate of Proficiency in Social Media
 - h. Dixie State University – Certificate of Proficiency in Strategic Communication
 - i. Salt Lake Community College – Certificate of Proficiency in Aircraft Electronics
 - j. Salt Lake Community College – Certificate of Proficiency in Hospitality Basics
 - k. Salt Lake Community College – Certificate of Proficiency in Data Analytics and Business Intelligence
 - l. Salt Lake Community College – Certificate of Proficiency in Digital Marketing
 - m. Salt Lake Community College – Certificate of Completion in Commercial Baking
 - n. Salt Lake Community College – Certificate of Proficiency in Food Service Basics

2. Name Change
 - a. University of Utah – Master of Arts in Languages and Literature to Master of Arts in World Languages and Cultures with associated emphases (Spanish, French, Comparative Literary and Cultural Studies)
 - b. University of Utah – Doctor of Philosophy in Languages and Literature to Doctor of Philosophy in World Languages and Cultures with associated emphases (Spanish and Comparative Literary and Cultural Studies)
 - c. Utah State University - Master of Learning Technology and Instructional Design to Master of Arts in Instructional Technology and Learning Sciences
 - d. Weber State University - Department of Emergency Care & Rescue to Department of Emergency Healthcare
 - e. Southern Utah University – Associate of Applied Science in Early Childhood Development to Associate of Applied Science in Child and Family Services with emphases in Early Childhood Development and Family Services
 - f. Utah Valley University - Minor in Business Education: Marketing to Minor in Business Education: Business and Marketing Education
3. New Administrative Unit
 - a. Southern Utah University – Department of Aviation Sciences
4. New Center
 - a. University of Utah – Center for Ecological Planning and Design
 - b. University of Utah – University of Utah Manufacturing Extension Partnership Center
 - c. University of Utah – Water Center
 - d. Weber State University – Computer Literacy Center
4. Conditional Approval for a New Center
 - a. University of Utah – Center on Mindfulness and Integrative Health Intervention Development
5. Program Restructure
 - a. Utah State University - Specialization in Experimental and Applied Psychological Science within PhD in Psychology to four new specializations in Behavior Analysis, Brain and Cognition, Quantitative Psychology, and Sociobehavioral Epidemiology
6. Administrative Unit Restructure
 - a. University of Utah – Division of Pediatric Allergy, Immunology, and Rheumatology to Division of Pediatric Rheumatology and Division of Allergy and Immunology (all within the Department of Pediatrics)
7. Discontinuation
 - a. University of Utah – Center for Global Justice (conditionally approved)
 - b. University of Utah – National Criminal Justice Academy (conditionally approved)
 - c. Weber State University – Graduate Certificate in Health Services Administration

- d. Utah Valley University – Emphasis in Digital Media within the BA/BS in Integrated Studies
- 8. 3 Year Review
 - a. University of Utah – Master of Arts in Latin American Studies
 - b. University of Utah – Master of Entertainment Arts and Engineering (MEAE)
 - c. University of Utah – Master of Science in Petroleum Engineering (online)
 - d. Southern Utah University – Associate of Applied Science in Aerospace/Aviation Technology – Professional Pilot with Emphases in Rotor-Wing and Fixed-Wing Aircraft
 - e. Southern Utah University – Master of Arts in Arts Administration (online)
 - f. Southern Utah University – Minor in Ethnic Studies
- 9. 7 Year Review
 - a. University of Utah – Department of Economics
 - b. University of Utah – School of Music
- E. Approval of revisions to R611, *Veterans Tuition Gap Program*
This change updates to policy to conform with statutory changes passed during the 2017 legislative session. The changes are on-substantive (Attachment).

David L. Buhler
Commissioner of Higher Education

DLB/LO
Attachments

R611, Veterans Tuition Gap Program

R611-1. Purpose: To provide Board of Regents ("the Board") policy and procedures for implementing the Veterans Tuition Gap Program, Utah Code Title 53B, Chapter 13b, enacted in S.B. 16 by the 2014 General Session of the Utah Legislature.

R611-2. References:

- 2.1. ~~Post 9/11 Veterans Educational Assistance Act of 2008, Pub. L. No. 110-252; Utah Code [Section 68-3-15.5](#)~~
- 2.2. Utah Code [§53B-8-106](#) (Resident tuition - Requirements - Rules)
- 2.3. Utah Code [§53B-8-102](#) (Definition of Resident Student)
- 2.4. Utah Code [§53B-13b-101 to 104](#) (Veterans Tuition Gap Program Act)
- 2.5. Policy and Procedures [R512](#), Determination of Resident Status

R611-3. Effective Date: These policies and procedures are effective July 1, ~~2014~~2017.

R611-4. Policy

4.1. **Program Description:** The Veterans Tuition Gap Program (VeT Gap) is a State supplement grant to provide tuition assistance for veterans ~~who are recipients of federal Post 9/11 Veterans Educational Assistance Act (federal program) benefits~~ who are attending institutions of higher education in Utah and whose benefits under the federal program have been ~~maximized~~exhausted or are not available. This program is only available to higher education institutions that grant baccalaureate degrees.

4.2. **Award Year:** The award year for VeT Gap is the twelve-month period coinciding with the state fiscal year beginning July 1 and ending June 30.

4.3. **Institutions Eligible to Participate:** Eligible institutions include those listed in Utah Code, Subsection 53B-2-101(1) and private, nonprofit, postsecondary institutions as recognized by the Internal Revenue Service or State of Utah that are located within the State of Utah which and are accredited by an regional or national accrediting organization recognized by the Board United States Department of Education.

4.4. **Students Eligible to Participate:** To be eligible for assistance from VeT Gap funds, a student ~~must:~~

4.4.1. must be a resident student of the State of Utah under Utah Code [§53B-8-102](#) and Board Policy [R512](#) or exempt from paying the nonresident portion of total tuition under Utah Code [§53B-8-106](#); and

4.4.2. must be a veteran ~~using the post 9/11 Veterans Assistance Program funds as defined by Utah Code Section 68-3-12.5;~~ and

4.4.3. must be unconditionally admitted and currently enrolled in an eligible program leading to a

bachelor's degree at an eligible institution on at least a half-time basis as defined by the institution; and

4.4.4. must be maintaining satisfactory academic progress, as defined by the institution, toward the degree in which enrolled; and

4.4.5. has exhausted the federal benefit under any ~~Veterans~~ educational Assistance Program or such benefits are unavailable; and

4.4.6. has not completed a bachelor's degree; and

4.4.7. must be in the final year of his or her academic baccalaureate program.

4.5. **Program Administrator:** The program administrator for the VeT Gap is the Associate Commissioner for Student Financial Aid, or a person designated in a formal delegation of authority by the Associate Commissioner, under executive direction of the Commissioner of Higher Education.

4.6. **Availability of Funds for the Program:** Funds available for VeT Gap allocations to institutions may come from specifically earmarked state appropriations, or from other sources such as private contributions. Amounts available for allocations each year shall be allocated as follows:

4.7. **Allocation of Program Funds to Institutions**

4.7.1. Annually, the participating institution will provide the following required data, for the most recently completed academic year, by March 1st. The director of financial aid of an eligible institution, in consultation with the institution's veterans affairs officer, will demonstrate intention to continue participation in VeT Gap by submitting to the program administrator a certification, subject to audit, of ~~(a) the total number of veterans using Post 9/11 Veterans Assistance Program funds attending the institution who were resident students of the state of Utah under Utah Code §53B-8-102 and Board Policy R512 and (b) the total number of such students who have graduated from the institution with a baccalaureate degree in the most recently completed academic year.~~

4.7.2. Failure to submit the certification required in 4.7.1 by the requested date constitutes an automatic decision by an eligible institution not to participate in the program for the next fiscal year.

4.7.3. Allocation of program funds to participating institutions will be based on the total number of an institution's students who are veterans and Utah residents ~~students who graduated with a baccalaureate degree in the most recently completed academic year and used their Post 9/11 Veterans Assistance Program funds in the state of Utah~~ and the proportion of each participating institution's number of those students to the total population of such students. For example:

A participating institution's number of Utah resident students who are veterans and graduated with a baccalaureate degree during the most recently completed academic year using Post 9/11 Veterans Assistance Program funds

Total number of Utah resident students who are veterans and graduated from all participating institutions with a baccalaureate degree during the most recently completed academic year using Post 9/11 Veterans Assistance Program funds

= % of VeT Gap funds allocated to the participating institution

4.7.4. The program administrator will send official notification of each participating institution's allocation to the director of financial aid each ~~fiscal~~fiscal academic year.

4.7.5 The program administrator will send a blank copy of the format for the institutional VeT Gap performance report, to be submitted within 30 days of the end of the applicable ~~fiscal~~fiscal academic year, to the director of financial aid of each participating institution each ~~fiscal~~fiscal academic year.

4.8. Institutional Participation Agreement: Each participating institution will enter into a written agreement with the program administrator or assigned designee agreeing to abide by the program policies, accept and disburse funds per program rules, provide the required report each year and retain documentation for the program to support the awards and actions taken. By accepting the funds, the participating institution agrees to the following terms and conditions:

4.8.1. Use of Program Funds Received by the Institution

4.8.1.1. The institution may at its discretion place up to, but in no case more than, 3.0% of the total amount of program funds allocated to it for the award year in a budget for student financial aid administrative expenses of the institution.

4.8.1.2. The institution may not carry forward or carry back from one fiscal year to another any of its VeT Gap allocation for a fiscal year. Any unused funds will be returned to the program administrator as directed. Returned funds will be re-distributed to eligible institutions as regular VeT Gap allocations for disbursement the next award year.

4.8.1.3. The institution may establish processes to determine the distribution of funds to students so long as it does so in accordance with provisions established in this policy.

4.8.2. Determination of Awards to Eligible Students

4.8.2.1. Student Cost of Attendance budgets will be established by the institution, in accordance with Federal regulations applicable to student financial aid programs under Title IV of the Higher Education Act as amended, for specific student categories authorized in the Federal regulations, and providing for the total of costs payable to the institution plus other direct educational expenses, transportation and living expenses.

4.8.2.2. The total amount of any VeT Gap funds awarded to an eligible student in an academic year will not exceed the amount of tuition (not fees) for that academic year and may be impacted by the following:

(a) An eligible student whose period of enrollment is less than the normally-expected period of enrollment within the award year (such as two semesters, three quarters, nine months, or 900 clock hours) will be awarded an amount in proportion to the normally-expected period of enrollment represented by the term, or terms, (e.g. semester or quarter) for which the student is enrolled; or

(b) The minimum student award amount may be the balance of funds remaining in the institution's allocation for the award year in the case that the previous eligible student receiving a VeT Gap award for the year reduced the total available funds to an amount less than that for which an individual qualified.

4.8.2.3. VeT Gap funds will be awarded and packaged on an annual award year basis unless the

remaining period of enrollment until completion of the academic program is less than one award year. Funds will be paid one quarter or semester at a time (or in thirds, if applicable to some other enrollment basis such as total months or total clock hours), contingent upon the student's maintaining satisfactory progress as defined by the institution in published policies or rules.

4.8.2.4. All awards under the program will be made in accordance with current Federal Title IV non-discrimination requirements.

4.8.2.5. Students receiving financial aid under the program will be required to agree in writing to use the funds received for expenses covered in the student's cost of attendance budget.

a) The student's signature on the Free Application for Federal Student Aid satisfies this requirement.

(b) If the institution determines, after opportunity for a hearing on appeal according to established institutional procedures, that a student used VeT Gap funds for other purposes, the institution will disqualify the student from VeT Gap eligibility beginning with the quarter, semester or other defined enrollment period after the one in which the determination is made.

4.8.2.6. In no case will the institution initially award program funds in amounts which, with Federal Direct, Federal Direct PLUS and/or Federal Perkins Loans and other financial aid from any source, both need and merit-based, and with expected family contributions, exceed the cost of attendance for the student at the institution for the award year.

4.8.2.7. If, after the student's aid has been packaged and awarded, the student later receives other financial assistance (for example, merit or program-based scholarship aid) or the student's cost of attendance budget changes, resulting in a later over award of more than \$500, the institution will appropriately reduce the amount of financial aid disbursed to the student so that the total does not exceed the cost of attendance.

4.8.3. Reports: The institution will submit an annual report within 30 days after completion of the award year, providing information on individual awards and such other program-relevant information as the Board may reasonably require.

4.8.4. Records Retention and Cooperation in Program Reviews: The institution will cooperate with the program administrator in providing records and information requested for any scheduled audits or program reviews, and will maintain records substantiating its compliance with all terms of the participation agreement for three years after the end of the award year, or until a program review has been completed and any exceptions raised in the review have been resolved, whichever occurs first. If at the end of the three year retention period, an audit or program review exception is pending resolution, the institution will retain records for the award year involved until the exception has been resolved.

STATE BOARD OF REGENTS
DIXIE STATE UNIVERSITY, ST. GEORGE, UTAH
FRIDAY, MARCH 31, 2017

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STATE BOARD OF REGENTS
DIXIE STATE UNIVERSITY, ST. GEORGE, UTAH
FRIDAY, MARCH 31, 2017

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
France A. Davis, Vice Chair
Ty Aller
Nina R. Barnes
Jessellie B. Anderson
Wilford W. Cldye
Marlin K. Jensen
Patricia Jones
Steve Lund
Robert S. Marquardt
Steve Moore
Robert W. Prince
Harris H. Simmons
Mark R. Stoddard
Teresa L. Theurer
Joyce P. Valdez

Regents Absent

Laura L. Belnap
Spencer F. Stokes
John H. Zenger

Office of the Commissioner

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

Institutional Presidents Present

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

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

Vice Chair Davis called the meeting to order at 1:01 p.m. Vice Chair Davis welcomed the Board, others in attendance, and then turned the time to President Williams for the State of the University.

Discussion – High Impact Practices that Enhance Learning, Retention, and Completion

Rebecca Martin, Executive Director of the National Association of the System Heads presented an overview of High Impact Practices to guide the board's consideration of practices and metrics. Presentations were also given by: Ann Darling, Assistance Vice President of Undergraduate Studies & Associate Professor of Communications, University of Utah – Selected experiences such as: Honors College, Lassonde Entrepreneur Institute, LEAP (first-year learning community), Learning Abroad, My Utah Signature Experience (MUSE), Service Learning; Fred White, Associate Vice President, Utah Valley University – Five Pillars of Engagement, Engaged Learning; and Sandy Peterson, Associate Provost for Academic Quality and Success, Dixie State University – Highlights of High Impact Practices Emerging from the AASCU Reexamining the First year Experience Project.

State of the University

President Williams began by saying about three years ago Dixie State University (DSU) underwent a significant effort to update the strategic plan to identify who DSU is as a university and who they want to be. They are now in the second year of implementation of this new strategic plan; they are very proud of who they are and what they are doing as a university. One of the first challenges they had in the implementation of the strategic plan was to define their identity as a university. They identified the need to change the school mascot and President Williams shared a video that explains how they came to be the Trailblazers. President Williams said this was a huge hit with students and the community and new traditions are being started. One new tradition is Art in the City; this includes nine bison that have been painted and placed throughout the community. They have a new Marketing and Communications department that is an award winning group and have won several awards over the last 18 months. This group has worked with the faculty to create a new learning model defined as Active Learning, Active Life. This model includes work in the classroom and in the community. They have worked on their academic vision, which is to focus on less breadth, more depth. DSU is focusing on polytechnic as depth and a regional campus as breadth. They will propose this year seven new programs, focusing on programs that address workforce shortages. President Williams also gave an update on their partnership with Utah State University, saying things are moving very well and this has been a seamless partnership. He noted the success of the Digital Film Program that was approved last year, as well as the Institute of Politics. He additionally noted the Osmond family would like to partner with the academic programs to create a Center for Arts Production. They are also making great progress with Dixie Online, which will be located in the Innovation Plaza. The newest program is Dixie Innovation Guidance and Solution Program, which was spearheaded by an opportunity they had to work with Dr. Wayne Provost, who is a patent specialist. Dr. Provost approached DSU because he wanted to be involved with the students. President Williams stated a lot of focus over the last three years has been on growth and last year they completed the first new housing in 50 years, renovated their clothing store into a health and counseling center, and the Multi-cultural Center is up and running. They are currently working on raising funds to expand dining on campus. Of course this is also a home of athletics and DSU will be changing conferences from Pac West to the Rocky Mountain Athletic Conference.

General Consent Calendar (TAB DD)

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

- A. Minutes – Minutes of the Board meeting January 20, 2017, University of Utah, Salt Lake City, Utah

- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved
- E. Approval of a leave of absence for President Matthew S. Holland, from May 5, 2017 through July 31, 2017, to accept an opportunity to serve as a Senior Associate at Oxford University, pursuant to Regent Policy R210.
- F. Approval of revision to R911, *Employment of Relatives*

2017 Legislative Report Including Budget & Capital Facilities Update (TAB Y)

Commissioner Buhler shared highlights of the recently concluded legislative session. He noted the session began with legislators looking at a 2% reduction, and then there was a very serious proposal to change the compensation match from 25/75 to 50/50. Fortunately the session ended with operating increases of 2% salary, 8% insurance and enrollment growth funded at 90% of our request. This is first time new enrollment has been funded in over a decade. 6.5 million was approved to continue performance funding, and the Regents' Scholarship received an increase to cope with growth of the program. We received funding for three capital facility projects, the Regents' top three projects. The USHE team monitored over 100 pieces of legislation, most significant issues included: concurrent resolution on student mental health, statutory changes involving revenue bonds for capital facilities, performance funding revisions, modifications to the Regents' scholarship, and Senate Bill 238.

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

USHE – Proposed Tuition Adjustment 2017-2018 (TAB Z)

Commissioner Buhler noted there is two pieces to this item; first is the first-tier tuition which is uniform across the system, and second is an optional second-tier tuition which may be proposed by presidents. The second-tier tuition must be approved by institutions' Board of Trustees and have held a truth in tuition hearing on campus. The proposal for first-tier tuition is 2.5% and second-tier is proposed at four of the intuitions, providing an average of a 3.4% increase, which is the second lowest since 1999.

Vice-chair Davis called on the Presidents of the four institutions requesting a second-tier increase.

President Pershing noted the increase for the U is to deal with the High Impact Practice area and student success initiatives.

President Cockett noted the increase for USU is to cover promotion and tenure, scholarships, mental health and wellness, information technology, and the Alex Prep Math Preparation Program.

President Wight said this is the first time in his five years as President of WSU they are requesting a second-tier increase. This increase will help with student recruitment, retention, persistence and graduation success.

President Williams noted the increase for DSU will help handle growth and seven new degree programs.

Vice-chair Davis asked for comments from the Presidents of the institutions requesting differential tuition increases.

President Pershing noted the increase is for Architecture and Business, Master of Software Development, and the Law School.

President Carlston noted the increase is to align the Computer Engineering degree with the four year music degree at Snow College.

President Holland noted the increase is for graduate programs at UVU.

Vice-chair Davis asked for questions and comments from Regents, Presidents and others in attendance; no comments were made.

Chair Campbell stated it may be good to know from Presidents next year in advance of tuition increases what issues are driving costs up. This will allow them to discuss the issues and be better prepared going into the legislative session and allow for more discussion with legislators. President Cockett agreed and noted this would allow for greater communication. Regent Valdez asked if something specific contributed to the low tuition increase. Commissioner Buhler noted the compensation match from the state was a major contributor, as well as presidents working to keep tuition low and only going to students when absolutely needed. Vice-Chair Davis asked the record to show that everyone involved is committed to keeping tuition rates as low as possible and that it is out of necessity that we have to deal with increases. Regent Jones asked to comment about compensation benchmarks. Commissioner Buhler noted it is a very competitive workforce and each president works hard to maintain compensation at the national medium. He also noted we are grateful compensation increases were not less than state employees, but it was not as much as requested. Regent Jones asked Presidents if compensation is an issue in maintaining staff and faculty. President Pershing said yes and the U is losing one of their "hot shot" technical faculty members to the University of Alabama for double the salary. He said this is a real problem and we are losing our best faculty, so we are doing what we can to retain the best for the benefit of the students. President Cockett said she was appalled at some of the low salaries they pay and the compensation match from the state is critical. She also noted the 2% salary increase for some of the lower paid employees will not even cover the increased insurance premiums. President Carlston said they just completed a compensation study and part of their strategic plan is to bring their staff's compensation to the national medium. Currently, 66% of employees at Snow College are below the national medium. President Huftalin said SLCC has over the last five years been looking at salary equity and is trying to bring salaries to 90% of the national medium. They are also doing a gender pay equity study. President Williams noted part of their strategic plan is to have everyone at 100% of medium by 2020. He also said that he coming from outside of the Utah system can say, USHE is not going to be able to compete nationally. His concern is people are more transient and are willing to relocate for more money.

Regent Stoddard motion to approve as outlined in TAB Z; the motion was seconded by Regent Jones and the motion carried.

Reports of Board Committees

Academic and Student Affairs Committee

Institutional Completion Update – Dixie State University (TAB A)

Regent Prince noted this reported was very well done. This is an information item only; no action was taken.

Statewide Completion Initiative (TAB B)

Regent Prince noted this report was very well done. This is an information item only; no action was taken.

Revision of R315, *Service Area Designations and Coordination of Off-Campus Courses and Programs* (TAB C)

Regent Prince noted this clarifies a memorandum of understanding.

Revision of R470, *General Education Common Course Numbering, Lower-Division, Pre-Major Requirements, Transfer of Credit, and Credit by Examination* (TAB D)

Regent Prince noted this clarifies the articulation of upper and lower division courses and includes more detailed guidance. **Regent Prince motioned to approve as outlined in TAB C and TAB D; the motion was seconded by Regent Valdez and the motion carried.**

New Century and Regents' Scholarship Award Amounts (TAB E)

Regent Prince noted this was approved unanimously in committee. **Regent Prince motioned to approve as outlined in TAB E; the motion was seconded by Regent Jones and the motion carried.**

Dixie State University – Bachelor of Science in Bioinformatics (TAB F)

Regent Prince noted this merges data utilization from many of the STEM fields.

Dixie State University – Bachelor of Arts/Science in Applied Sociology (TAB G)

Regent Prince noted both TAB F and TAB G were unanimously approved in committee.

Regent Prince motioned to approve as outlined in TAB F and TAB G; the motioned was seconded by Regent Theurer and the motion carried.

Southern Utah University – Master of Interdisciplinary Studies (TAB H)

Regent Prince noted this will span several disciplines and give much desired flexibility to students.

Southern Utah University – Master of Athletic Training (TAB I)

Regent Prince noted this addresses the now required graduate degree to work in this field.

Southern Utah University – Associate of Art/Science in Legal Student (online) (TAB J)

Regent Prince noted this will facilitate graduates to enter work in a legal field prior to receiving their four year degree.

Regent Prince motioned to approve as outlined in TAB H, TAB I and TAB J; the motioned was seconded by Regent Simmons and the motion carried.

Weber State University – Associate of Science in Business and Economics (TAB K)

Regent Prince noted this degree will provide a pathway towards a bachelorette degree in business and economics. **Regent Prince motioned to approve as outlined in TAB K; the motion was seconded by Regent Barnes and the motion carried.**

Utah State University – Master of Public Health (TAB L)

Regent Prince noted this comes with several specializations, including veterinarian public health.

Utah State University – Bachelor of Science in Nursing (TAB M)

Regent Prince noted this will help with the shortage of nurses.

Regent Prince motioned to approve as outlined in TAB L and TAB M; the motioned was seconded by Regent Theurer and the motion carried.

University of Utah – Master of Arts in Teaching in Fine Arts (TAB N)

Regent Prince noted this is a unique degree in Utah as well as nationally. **Regent Prince motioned to approve as outlined in TAB N; the motioned was seconded by Regent Lund and the motion carried.**

Finance and Facilities

USHE – Review of Financial Statements (TAB O)

Regent Marquardt noted this was a discussion and summarizes the financial position of each of the institutions and recommends the regents take a close look at it.

Dixie State University – Campus Master Plan (TAB P)

Regent Marquardt reviewed briefly the campus map. **Regent Marquardt motioned to approve as outlined in TAB P; the motion was seconded by Regent Barnes and the motion carried.**

University of Utah – Long-term Lease (TAB Q)

Regent Marquardt noted this will relocate several departments and save 8% percent from the current lease cost.

University of Utah – Burbridge Athletic Academic Center Non-State Funded Project (TAB R)

Regent Marquardt noted this is for the expansion of the athletic academic center.

Regent Marquardt motioned to approve as outlined in TAB Q and TAB R; the motion was seconded by Regent Clyde and the motion carried.

Weber State University – Stewart Stadium Addition (Non-State Funded) (TAB S)

Regent Marquardt noted this is the addition of a new building and will include 23,000 additional feet. No state funds will be used for construction or O&M. **Regent Marquardt motioned to approve as outlined in TAB S; the motioned was seconded by Regent Barnes and the motion carried.**

USHE – Proposed Fee Increase (TAB T)

Regent Marquardt noted the institutions with fee increases are: Weber State University with a 3% increase, Snow College with a 5.1% increase, and Dixie State University with a 4.9% increase. **Regent Marquardt motioned to approve as outlined in TAB T; the motion was seconded by Regent Jones and the motion carried.**

USHE – Revision of Internal Audit Policies R212, R541, R548, R550, R553, R557, R565, R567 (TAB U)

Regent Marquardt noted the audit committee discussed and reviewed in depth at the Audit Committee meeting in January. He stated this makes things simpler for the internal auditors and will align policies with the state and eliminates some redundant reports. **Regent Marquardt motioned to approve as outlined in TAB U; the motion was seconded by Regent Barnes and the motion carried.**

Weber State University – Series 2017 Student Facilities Revenue Bond Refunding Results (TAB V)

Regent Marquardt noted this is information only; no action was taken.

Southern Utah University – Aircraft Lease-Purchase for the Aviation Program (TAB W)

Regent Marquardt noted since SUU has taken over the program there has been some difficulty finding enough aircraft for the program. This is an acquisition of between 16-20 aircraft, for up to 11.5 million. This is information only; no action was taken.

Utah Higher Education Assistance Authority – Series 2017-1 Student Loan Backed Notes (TAB X)

Regent Marquardt noted this has worked out better than anyone thought it would. This is information only; no action was taken.

2017 Legislative Report Including Budget & Capital Facilities update (TAB Y)

Regent Marquardt noted Commissioner Buhler just reviewed this item. This is information only; no action was taken.

USHE – Proposed Tuition Adjustments 2017-2018 (TAB Z)

Regent Marquardt noted this item was discussed in committee and already voted on in Committee of the Whole.

USHE – Annual Money Management Report for Fiscal Year Ending June 30, 2016 (TAB AA)

Regent Marquardt noted there was nothing noteworthy to report. This is information only; no action was taken.

USHE – Debt Ration Analysis (TAB BB)

Regent Marquardt noted this report is a good way to look at the institutions' financial health. This is information only; no action was taken.

USHE – Fall 2016 & Spring 2017 Enrollment Report (TAB CC)

Regent Marquardt noted this report shows a slight increase for the system. This is information only; no action was taken.

It was moved by Regent Stoddard and seconded by Regent Barnes to meet in Executive Session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals, and ongoing investigations.

The Committee of the Whole adjourned at 2:37 p.m.

Loreen Olney
Executive Secretary

Date Approved: May 19, 2017

STATE BOARD OF REGENTS MEETING
BOARD OF REGENTS BUILDING, COMMISSIONER'S OFFICE
CONFERENCE CALL
WEDNESDAY, APRIL 26, 2017

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STATE BOARD OF REGENTS MEETING
BOARD OF REGENTS BUILDING, COMMISSIONER'S OFFICE
CONFERENCE CALL
WEDNESDAY, APRIL 26, 2017

EXECUTIVE COMMITTEE MEETING
MINUTES

Regents Present

Daniel W. Campbell, Chair*
John H. Zenger
France A. Davis
Robert S. Marquardt
Teresa Theurer
Mark R. Stoddard
Robert W. Prince
Wilford W. Clyde
Marlin K. Jensen
Harris H. Simmons
Nina R. Barnes
Joyce P. Valdez
Jesselie B. Anderson
Patricia Jones
Ty B. Aller

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education*
Loreen Olney, Executive Secretary to the Board of Regents*

Institutional Staff

President David W. Pershing, University of Utah

* Those who appeared in person.

Chair Campbell called the Executive Committee to order at **2:33 p.m.** Roll was called and a quorum established.

Motion to meet in Executive Session

It was moved by Regent Stoddard and seconded by Regent Valdez to meet in Executive Session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals.

The meeting adjourned at **3:28 p.m.**

Loreen Olney, Executive Secretary*

Date Approved: May 19, 2017