

**STATE BOARD OF REGENTS
SALT LAKE COMMUNITY COLLEGE
MILLER CAMPUS – 9750 S 300 W, Sandy, UT
KAREN GAIL MILLER CONFERENCE CENTER
THURSDAY/FRIDAY, MARCH 28 & 29, 2019**

**AGENDA
Thursday, March 28, 2019**

- 11:00 AM – 12:45 PM COMMITTEE OF THE WHOLE**
Location: Conference Room ABGH
1. Institutional Presentations on Tuition and Student Fee Proposals for FY2020 (materials found in TAB U)
- 12:45 PM – 1:30 PM LUNCH**
Location: Conference Room EF
- 1:30 PM – 5:30 PM COMMITTEE OF THE WHOLE**
Location: Conference Room ABGH
1. Institutional Presentations on Tuition and Student Fee Proposals for FY2020 (continued)

**AGENDA
Friday, March 29, 2019**

- 8:00 AM – 9:20AM BREAKFAST MEETING – STATE BOARD OF REGENTS, SALT LAKE COMMUNITY COLLEGE BOARD OF TRUSTEES, PRESIDENT HUFTALIN, COMMISSIONER BUHLER**
Discussion and Executive Session (if needed)
Location: Conference Room CD
- 9:30 AM – 10:00 AM DISCUSSION – REGENTS, COMMISSIONER, PRESIDENTS**
Topic: Tuition
Location: Conference Room ABGH
- 10:00 AM – 10:15 AM TRANSITIONAL BREAK**
- 10:15 AM – 11:30 AM MEETINGS OF BOARD COMMITTEES**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
Regent Teresa L. Theurer, Chair
Location: Room 224/220

ACTION:

- | | |
|--|-------|
| 1. USHE – Revision of Policy R805, <i>Women and Minorities in Faculty and Administrative Positions</i> | TAB A |
| 2. Weber State University – Doctor of Nursing Practice with Family Nurse Practitioner and Leadership Emphases | TAB B |
| 3. USHE – Plan for Moving Forward on the Mental Health Recommendations: Formation of the Regents' Mental Health Advisory Committee | TAB C |
| 4. New Century and Regents' Scholarship Award Amounts for 2019-2020 College Academic Year | TAB D |

INFORMATION:

- | | |
|------------------------------------|-------|
| 1. Utah Futures Partnership Update | TAB E |
|------------------------------------|-------|

DISCUSSION:

1. Continued Discussion and Input on Goals and Membership of Proposed Regent Transfer Council TAB F

FINANCE/FACILITIES COMMITTEE

Regent Mark R. Stoddard, Chair

Location: Room 213/209

DISCUSSION:

1. USHE – Impact of Senate Bill 102 and Proposed Metrics TAB G

ACTION:

1. Salt Lake Community College – Campus Master Plan TAB H
2. Snow College – Campus Master Plan TAB I
3. University of Utah – Research Lab Remodel Non-State Funded Project TAB J
4. USHE – 2019-2020 Performance Based Funding Model Modifications TAB K
5. USHE – Adoption of Policy R840, *Institution Business Communications* TAB L
6. USHE – Proposed Differential Tuition Rates for 2019-2020 TAB M

INFORMATION:

1. USHE – Regent Audit Committee Report TAB N
2. USHE – Review of 2018 Financial Statements TAB O
3. USHE – Debt Ratio Analysis TAB P
4. USHE – Annual Money Management Report TAB Q
5. USHE – Fall 2018 End-of-Term & Spring 2019 Third Week Enrollment Reports TAB R
6. University of Utah – Trustee Property Disposal TAB S

11:30 AM – 12:15 PM LUNCH
Location: Conference Room EF

12:15 PM – 12:45 PM PRESIDENT'S REPORT
Location: Conference Room ABGH

12:45 PM – 2:15 PM COMMITTEE OF THE WHOLE
Location: Conference Room ABGH

1. General Consent Calendar TAB T
2. USHE – Proposed Tuition Adjustments for 2019-2020 TAB U
3. USHE – Proposed Student Fee Adjustments for 2019-2020 TAB V
4. USHE – Finalization of USHE Metrics and Goals TAB W
5. USHE – 2019 Legislative Session Report Including Budget & Capital Updates TAB X
6. Update on Implementation of SafeUT App
7. Reports of Board Committees

2:15 PM – 2:30 PM TRANSITION BREAK

2:30 PM – 3:30 PM EXECUTIVE SESSION (if needed)
Location: Conference Room CD

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

March 20, 2019

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Revision of R805, *Women and Minorities in Faculty and Administrative Positions*

Issue

The Regents have a long history of actions designed to focus attention on and to encourage representative participation in the Utah System of Higher Education (USHE) for students, faculty and staff. Regents' Policy R805, *Women and Minorities in Faculty and Administrative Positions*, approved by the Board in 1985, is a part of that history. It is time to update this 33-year-old policy to assure it is responsive to current times.

Background

Current Board members have expressed interest in continuing to carefully monitor the representation by gender, race, and ethnic group of the faculty and staff of the USHE and the effects of salary equity on that representation. This is particularly important because there is research that demonstrates that students from diverse backgrounds are more likely to participate in higher education and continue to completion if they see individuals like themselves represented in the faculty, staff and administration of higher education institutions. Appointments of women to the presidencies of four of the eight USHE institutions have brought the power of these appointments into sharp focus.

Updating the policy to reflect more current language and data reporting includes:

1. **Policy Title Change:** A change in the policy title from "Women and Minorities in Faculty and Administrative Positions" to the broader, more specific, and inclusive of all USHE positions (not just faculty and administrative positions, but staff positions as well) "Gender, Race, and Ethnicity Representation within the Utah System of Higher Education."
2. **Clarity in Board Goals:** This proposed revision includes more clearly stated policy goals: (1) employment of a diverse, representative, and equitably compensated workforce, (2) an educational experience for students rooted in diverse perspectives, experiences and backgrounds.
3. **Analysis of the Data to Inform Board Decisions:** As findings from a thorough process for data collection and analysis becomes available, the Board can direct future actions to achieve the policy goals.

Commissioner's Recommendation

The Commissioner recommends the Board approve the proposed changes to R805, to include a change in policy title from "Women and Minorities in Faculty and Administrative Positions" to the broader, more specific, and inclusive of all USHE positions (not just faculty and administrative positions, but staff positions as well) "Gender, Race, and Ethnicity Representation within the Utah System of Higher Education."

David L. Buhler
Commissioner of Higher Education

EJH/KH/GL
Attachment



R805, ~~Women and Minorities in Faculty and Administrative Positions~~ Demographic Gender, Race, and Ethnicity and Salary Representation Within the Utah System of Higher Education Workforce¹

R805-1. Purpose: To provide ~~the Board for an annual report~~ comprehensive data analysis of to the Board on the representation by gender, race, and ethnicity in the workforce of the Utah System of Higher Education (USHE) with the goals of having USHE institutions: (1) employ a diverse, representative, and equitably compensated workforce that mirrors the population representation within Utah across all levels of faculty, staff, and administration; and (2) achieve market-based salaries for all groups, provide students with an educational experience rooted in diverse perspectives, experiences and backgrounds, concerning the status of women and minorities as faculty members and administrators in the Utah System of Higher Education.

R805-2. References

- 2.1. Utah Code §53B-2-106 (Duties and Responsibilities of the President - Approval of the Board of Trustees)
- 2.2. Policy and Procedure R801, Equal Opportunity and Nondiscrimination

R805-3. Policy Assessment and Analysis of USHE Workforce

3.1. ~~Comparative Analysis of USHE Workforce Representation~~ Faculty Employment Data Assessment: ~~The Commissioner is directed, in consultation with the Presidents, to prepare annually comparative analyses of women and minorities in faculty and administrative employment, including salary levels, and tenure status and awards. The reports shall take into account specific academic departments, specific CIP categories of academic disciplines and fields, or appropriate classifications of administrative personnel, and length of service.~~ The Commissioner shall direct the USHE audit director to assess prepare a report detailing the USHE workforce's demographic representation. Institutions shall provide the Commissioner's staff data as requested, including the following ~~The USHE audit director shall obtain the following data from each institution:~~

3.1.2. The number of faculty—tenured, tenure track, instructors, and adjunct separately, and disaggregated by gender, race, and ethnicity for each classification.

3.1.3. The number of general staff (FLSA non-exempt), part-time and full-time, and disaggregated by gender, race, and ethnicity.

3.1.4. The number of administrative/executive (FLSA exempt), -disaggregated by gender, race, and ethnicity.

3.1.5. Wage and salary data for all faculty and staff, disaggregated by gender, race, and ethnicity.

¹ Adopted February 15, 1985, amended January 27, 1995.

~~(1) The Presidents will ensure their respective institutions provide data such that the Commissioner can prepare Presidents, an annual report (in the aggregate) of faculty (tenured, tenure track, and adjunct), general staff, and administrative/executive positions showing, for for the full group and disaggregated by gender and ethnicity for each category the:~~

~~(a) number and percentage represented;~~

~~(b) average salary; and include the following: and by college, school, and other administrative units within each institution::women and for minorities:~~

~~(a) the number and percentage in faculty positions;~~

~~(b) the number and percentage in administrative positions;~~

~~(c) the average faculty salary and the average salary for all faculty;~~

~~(d) the average administrative salary and the average salary for all administrators;~~

~~(e) the number and percentage holding tenure-track faculty positions; and~~

~~(f) the number and percentage with tenure.~~

~~(2) The report shall aggregate the data at the system level, but take into account and appropriately weight factors including academic department, CIP category of academic discipline and field, length of service, and classification of administrative personnel.~~

3.2. Data Analysis: The Commissioner's office staff may engage statisticians, demographers, or other professionals necessary to comprehensively analyze the data. The Commissioner shall share preliminary findings and trends with institutional presidents and the Regents Audit Committee to determine which findings require additional examination and which findings are ready to inform new policies or practices.

3.23. Board Discussion. As findings become available, tThe Commissioner shall present the annual reportpresent will be presented to the Board with comparative demographics analysis, potential areas of concern, analysis of areas needing improvement in order for the workforce of the USHE institutions to: (1) mirror representation consistent with Utah's population, and (2) reflect market salaries. Based on Board discussion, the Commissioner may and recommendrecommendations for policiesy and/or best practices changes to be implemented to reach the Board's desired goalsthat will help the system cultivate a diverse workforce and expansive educational experience for students.;

R805, Gender, Race, and Ethnicity Representation Within the Utah System of Higher Education Workforce¹

R805-1. Purpose: To provide the Board comprehensive data analysis of the representation by gender, race, and ethnicity in the workforce of the Utah System of Higher Education (USHE) with the goals of having USHE institutions: (1) employ a diverse, representative, and equitably compensated workforce across all levels of faculty, staff, and administration; and (2) provide students with an educational experience rooted in diverse perspectives, experiences and backgrounds.

R805-2. References

- 2.1. Utah Code §53B-2-106 (Duties and Responsibilities of the President - Approval of the Board of Trustees)
- 2.2. Policy and Procedure R801, Equal Opportunity and Nondiscrimination

R805-3. Assessment and Analysis of USHE Workforce

3.1. **Data Assessment:** The Commissioner shall direct the USHE audit director to assess the USHE workforce's demographic representation. The USHE audit director shall obtain the following data from each institution:

3.1.2. The number of faculty—tenured, tenure track, rank, years of service instructors, and adjunct discipline separately, and disaggregated by gender, race, and ethnicity for each classification.

3.1.3. The number of general staff (FLSA non-exempt), part-time and full-time, and disaggregated by gender, race, and ethnicity.

3.1.4. The number of administrative/executive (FLSA exempt), disaggregated by gender, race, and ethnicity.

3.1.5. Wage and salary data for all faculty and staff, disaggregated by gender, race, and ethnicity.

3.2. **Data Analysis:** The Commissioner's office staff may engage statisticians, demographers, or other professionals necessary to comprehensively analyze the data. The Commissioner shall share preliminary findings and trends with institutional presidents and the Regents Audit Committee to determine which findings require additional examination and which findings are ready to inform new policies or practices.

3.3. **Board Discussion.** As findings become available, the Commissioner shall present to the Board comparative demographics analysis, potential areas of concern, and recommendations for policies or best practices that will help the system cultivate a diverse workforce and expansive educational experience for students.

¹ Adopted February 15, 1985, amended January 27, 1995.

March 20, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University: Doctor of Nursing Practice - Family Nurse Practitioner Emphasis
Doctor of Nursing Practice - Leadership Emphasis

Issue

Weber State University (WSU) requests approval to offer a Doctor of Nursing Practice (DNP) - Family Nurse Practitioner Emphasis and a Doctor of Nursing Practice (DNP) - Leadership Emphasis. If approved, the Family Nurse Practitioner Emphasis will become effective Summer, 2019 and the Leadership Emphasis will become effective Fall, 2019. The proposed programs were approved by the institutional Board of Trustees February 14, 2019.

Background

For many years Weber State University has offered a Master of Science in Nursing (MSN) degree that has prepared nurses to become licensed nurse practitioners. Nurse practitioner is considered the highest level of practice within the nursing profession. An MSN degree is required for nurses to become nurse practitioners. However, last year the National Organization of Nurse Practitioner Faculties (NONPF) "made the commitment to move all entry-level nurse practitioner (NP) education to the DNP degree by 2025." This commitment was made in response to NONPF and other professional nursing organizations that have advocated raising the standards required for entry into the nurse practitioner profession. A statement from NONPF regarding this commitment is attached. NONPF is the leading professional organization that provides guidance for nurse practitioner curriculum both nationally and internationally. In 2025, the MSN degree that WSU currently offers will become insufficient as a terminal nurse practitioner degree. To remain relevant within the advanced practice nurse professions, WSU is compelled to add the DNP degree for its students who plan to become nurse practitioners.

Regent Policy R312, *Utah System of Higher Education and Institutional Missions and Roles*, classifies Weber State University as a Regional University with the mission to: "provide career and technical education, undergraduate associate and baccalaureate programs and select master's degree programs to fill regional or state workforce demands." The proposed professional doctoral degree falls outside WSU's defined mission. In accordance with section 4.3 of [Regent Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports](#), the proposal for an out-of-mission degree program requires justification from the institution and approval by both the institutional Board of Trustees and the Board of Regents. As mentioned above, WSU's Board of Trustees has approved the DNP degree and the two areas of emphasis. The proposals are now presented to the Board of Regents.

Weber State University's justification for the new Doctor of Nursing Practice degree centers on credentialing changes within the nursing profession as described above. It is noted that these proposals are for a clinical doctorate degree, not a research doctorate, and as such are consistent with a regional university's role to serve workforce needs. Further, the DNP degree is within a field in which WSU has a long and distinguished history of preparing nurses in the profession up to and including nurse practitioner.

The Family Nurse Practitioner Emphasis is designed for students who have earned a Bachelor of Science in Nursing while the Leadership Emphasis is designed for students who have earned the WSU Master of Science in Nursing. Graduates from the proposed programs will have skills in nursing practice theory and application. Weber State University plans to seek accreditation through the Accreditation Commission for Education in Nursing.

During peer review, the University of Utah raised a question regarding whether WSU had a sufficient number of faculty prepared at the doctoral level to staff and guide this program. Weber State University's response indicated there are currently 15 full-time faculty prepared at the doctoral level, including four who hold the DNP degree. Faculty who plan to teach 7000-level nurse practitioner clinical courses will be encouraged and supported to earn the DNP credential.

There is strong labor market demand for nurse practitioner graduates. The following table is derived from information provided by the Utah Department of Workforce Services (DWS) Economic Data Viewer.

SOC Code	Occupational Category	Median Wage- Utah	Average Annual Job Openings- Utah
29-1171	Nurse Practitioners	\$98,260	110

While DWS data show a healthy job market for nurse practitioners, data from the Burning Glass Labor Insight tool show perhaps an even stronger labor market demand, identifying 736 job postings in Utah from February 1, 2018 through January 31, 2019 and a median advertised annual wage of \$103,000.

Currently, two institutions in Utah provide accredited DNP programs: the University of Utah, which provides a number of specialty DNP programs, and Rocky Mountain University of Health Professions, which provides BSN to DNP and MSN to DNP programs. Burning Glass data reveal that Rocky Mountain issued 32 DNP degrees from 2015 to 2017. USHE data show that the University of Utah issued 213 DNP degrees over the same period. Weber State University anticipates 20 annual program graduates in the family practice emphasis and 15 graduates in the leadership emphasis in each of years three, four, and five following program implementation. It would appear there is a sufficient labor market in Utah to justify the WSU DNP programs, and that students who complete the programs have the potential to earn high wages and have promising job and career opportunities.

Policy Issues

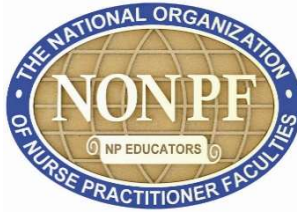
The proposed programs have been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. As noted above, because the DNP degree is considered out-of-mission, program approval is required by the Board of Regents.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Doctor of Nursing Practice - Family Nurse Practitioner Emphasis and the Doctor of Nursing Practice - Leadership Emphasis at Weber State University.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment



The leader in quality nurse practitioner education

The Doctor of Nursing Practice Degree: Entry to Nurse Practitioner Practice by 2025

May 2018

On April 20, 2018, the National Organization of Nurse Practitioner Faculties (NONPF) made the commitment **to move all entry-level nurse practitioner (NP) education to the DNP degree by 2025**. Today, there are more than 300 DNP programs throughout the United States (US) (AACN, 2018), and NONPF has led the evolution of NP educational preparation to the DNP degree level (NONPF, 2015). NONPF maintains its dedication to all currently credentialed NPs and faculty members; however, we recognize that as the health care delivery system has grown increasingly complex, the role of NPs has evolved. The DNP degree reflects the rigorous education that NPs receive to lead and deliver quality health care.

NONPF supports a seamless, integrated DNP curriculum without a master's exit point as preparation for entry to the NP role (NONPF, 2015; NONPF, 2016). The DNP NP curriculum is not an add-on to the master's curriculum; instead, the curriculum integrates objectives and learning opportunities for students to achieve the NP core and population-focused competencies that are written for doctoral-level education (NONPF, 2013; NONPF, 2017a; NONPF and AACN, 2016). There are currently 187 post-baccalaureate DNP NP programs in the US, a 24% increase since 2015 (AACN, 2018). NONPF is committed to providing resources and support for faculty members as they embrace curricular changes (NONPF 2016).

Moving all entry-level NP education to the DNP degree by 2025 will take commitment from multiple stakeholders and development of strategies and initiatives yet to be determined. In December 2017, NONPF hosted a DNP summit with stakeholders from nearly 20 national organizations to have a critical dialogue about moving entry-level NP education to the DNP degree by 2025 (NONPF, 2017b). While not all participants agreed that the DNP should be the entry level degree for NP practice, everyone agreed to continue the dialogue, stay actively engaged, and take the information back to their organizations. Moving forward, NONPF will continue to work with the DNP Summit participants and additional organizations and stakeholders, as they are critically important to realizing our goal.

As the preeminent leader in NP education that provides timely and critical resources for NP educators, NONPF moves forward with an unwavering commitment to create innovative, high quality educational resources to NP faculty during this transition. Our work will lead and unite NP educators to transform healthcare.

Approved by the NONPF Board of Directors, April 2018.

References

- American Association of Colleges of Nursing (2018). *2017-2018 enrollment and graduations in baccalaureate and graduate programs in nursing*.
- National Organization of Nurse Practitioner Faculties. (2013). Population-focused nurse practitioner competences. Retrieved from:
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Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Doctoral degree(s): Doctor of Nursing Practice - Family Nurse Practitioner Emphasis (DNP-FNP) effective Summer 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

Weber State University is proposing to implement a Doctor of Nursing Practice (DNP) program with two emphases: a family nurse practitioner emphasis and a leadership emphasis. The WSU proposed DNP degree is a practice-focused terminal degree in nursing, designed for nurses who are seeking preparation at the highest level of clinical nursing practice. This proposal provides specifics for the DNP-Family Nurse Practitioner (DNP-FNP) emphasis, a post-baccalaureate program for nurses who have already completed their Bachelor of Science in Nursing (BSN) degrees. Throughout this proposal, the program will be referred to as the Doctor of Nursing Practice-Family Nurse Practitioner (DNP-FNP) program. Weber State's second DNP emphasis, the Doctor of Nursing Practice-Leadership (DNP-Leadership) program, will be referenced occasionally. Note that it is a post-master's degree program, meaning it is for nurses who have already completed their Master of Science in Nursing (MSN) degrees.

The DNP-FNP program combines elements of the Master of Science in Nursing (MSN) and the post-master's Doctor of Nursing Practice (DNP) into one streamlined program. It replaces the WSU MSN-Nurse Practitioner (MSN-NP) program at the next application and acceptance cycle. Weber State's MSN program currently has three emphases from which students can choose: nurse educator, nurse executive, and nurse practitioner (MSN-NP). While the DNP-FNP program will replace the MSN-NP degree, the nurse educator and nurse executive MSN programs will remain as program options for students.

The DNP-FNP program prepares clinical nurse leaders to meet the changing demands of the nation's complex health care environment and assures quality patient and population outcomes through the translation of knowledge into practice. Students train to become nurse practitioners (NPs) who can provide optimal clinical care and translate current clinical evidence into any practice setting. Nurse Practitioners integrate clinical practice experiences through direct- or indirect-care principles and interventions to enhance management of care for individuals or populations. They also provide administrative oversight of nursing functions and health care within organizations. Moreover, NPs design and implement health care policy to influence individual and community health care outcomes.

The DNP-FNP program prepares students to function in the role of a nurse practitioner with health care leadership knowledge and primary care skills to facilitate system improvement, administer quality care strategies, and provide organizational health care direction. Nurse Practitioners specialize in providing comprehensive primary health care to patients, families, and communities across the lifespan through diagnosis and management of acute and chronic health problems. They employ diagnostic reasoning to identify health-related problems, determine diagnostic testing, order treatments, prescribe medications, and teach patients to promote, maintain, or improve individual health. As NP leaders and clinicians, DNP-FNP graduates translate current evidence and clinical guidelines into practice. They develop, apply, and evaluate new health care models of delivery for optimal direct- and indirect-patient care, and utilize evidence to advance health care through policy evaluation, development, and advocacy. Practice doctorate prepared NPs create and maintain healthy work environments at the organizational and systems

levels.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policyr312) or, for "out of mission" program requests, the rationale for the request.

Nationally, the DNP degree is replacing the Master of Science in Nursing (MSN) as the terminal degree in the field as it becomes the requirement for the advanced practice registered nurse (APRN) in 2025. In order to continue to serve students in the northern Utah region, Weber State University (WSU) must offer what is now the preferred, and what will become, the recommended practice-focused degree for the APRN.

While the nursing practice doctorate is not explicitly in the WSU mission statement, the degree offering is consistent with the broad mission of WSU to serve as the educational, cultural, and economic leader of the region by offering accessible, effective, and responsive degree programs. Having the terminal practice degree for nurses reflects the institution's service role as the regional leader for its students and employers.

The degree offering is also consistent with the scope of practice, strengths, and mission of the WSU Annie Taylor Dee School of Nursing. The School of Nursing has been in the forefront of providing stackable credentialing in nursing since its inception in 1953. The school works with technical colleges to move the licensed practical nurse (LPN) to the level of registered nurse (RN), and provides the opportunity for the technical college student to advance to the Bachelor of Science in Nursing (BSN) degree and continue through to the Master of Science in Nursing (MSN). Weber State's MSN degree has three emphases from which students can choose: nurse educator, nurse executive, and family nurse practitioner (FNP).

To maintain a meaningful stackable credentialing process and be responsive to the needs of nursing students and employers in the future, it is important for WSU to offer the DNP program. In other words, if WSU is unable to offer the DNP program, it will undermine the value of the award-winning and nationally recognized WSU Annie Taylor Dee School of Nursing.

A practice-focused degree, the DNP is distinctly different from a Ph.D. or research doctoral degree program. The goal in proposing the DNP is to fulfill the mission of both WSU and the Annie Taylor Dee School of Nursing to be responsive to students and regional workplace demands. WSU is not interested in, and does not plan to change, the mission statement and will remain focused on certificate, associate's, bachelor's, and master's degree programs. The addition of the DNP degree at WSU ensures optimally prepared practitioners and nurse leaders who achieve the university's dual mission, integrating access, learning, and community in the service of high-quality health care and favorable outcomes for regional patients, families, and communities.

The addition of a professional doctorate does not alter the mission of WSU, nor does it alter its Carnegie Classification as an M1 institution (Master's Colleges and Universities – Larger Programs). Only the granting of academic doctorates moves an institution to the doctoral level. Moreover, WSU does not believe the new program at the new degree level will alter the Regents' definition of its role (defined in R312) as a regional university that provides career and technical education to fill regional or state workforce demands. To reiterate, the DNP is not a research degree, and WSU is not looking to become a research university as defined in R315.

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.

Why the program should be initiated: The Doctor of Nursing Practice (DNP) program prepares APRNs and other nurse experts to meet the changing demands of the nation's complex health care environment -- an environment that requires the highest level of scientific and practical knowledge to assure quality patient outcomes and attention to evolving local community health care needs. Evidence demonstrates a clear link between more advanced levels

of nursing education, patient outcomes, and nurse practitioners' abilities to address the complexities of patient care.

Complex health care demands require the highest level of scientific knowledge and expert clinical practice to assure safe, quality patient care, increased access, and improved health care outcomes. The Institute of Medicine (IOM), Joint Commission, Robert Wood Johnson Foundation, and other authorities call for reconceptualization and enhanced development of educational programs to prepare today's nurse practitioners to function to the highest level of education and practice scope.

DNP-educated nurse practitioners are prepared to work within a variety of health care contexts and communities to assess, plan, and intervene. They function as direct-care clinicians and indirect-care nurse leaders in administrative or executive roles, and in policy development, population health, informatics, indirect clinical practice innovation, and clinical educator contexts. Employers are quickly recognizing the unique contribution these expert nurse clinicians and leaders provide to meet societal, community, and organizational health care needs and demands.

Since 2003, national nurse practitioner organizations have recommended that, by the year 2015, the Doctor of Nursing Practice-Family Nurse Practitioner (DNP-FNP) degree be required to enter FNP practice. Over time, the National Organization of Nurse Practitioner Faculties (NONPF) and the American Association of Nurse Practitioners (AANP) identified existing educational gaps: primarily a scarce number of university-level nursing programs with the ability to educate the DNP-prepared nurse practitioner.

In 2017, NONPF noted the original mandate was not achievable due to an insufficient number of faculty and academic institutions able to offer the practice-focused doctorate for all potential nurse practitioner students. Today, institutions are renewing efforts to create and monitor DNP-FNP programs so that all nursing students who desire to become a FNP may pursue a post-baccalaureate to DNP-FNP degree, or if recently educated as a master's prepared FNP, a post-master's DNP degree by 2025.

The following factors contribute to the national momentum for the educational changes at the graduate level:

- The DNP degree is the preferred and recommended practice-focused degree for APRNs, especially nurse practitioners (NPs).
- The DNP is the degree to prepare NPs for entry into practice, and it assures their ability to practice to the full extent of their education and legal scope of practice.
- In October 2004, NONPF, AANP, the American Association of Colleges of Nursing (AACN), and the American Nurses Association (ANA) endorsed the decision to level master's education for advanced practice registered nurses, including nurse practitioners, clinical nurse specialists, certified nurse midwives, and certified registered nurse anesthetists (CRNAs).
- By 2022, the clinical/practice doctorate is required for CRNAs to be eligible for certification.
- The DNP degree for entry into practice is essential to address the complexities of escalating health care needs and health care economics within the U.S. There is high demand for the competencies, skills, and experience that DNP-educated nurses bring to practice and organizations adapting to an accountable care environment.
- The DNP degree began to flourish after Institute of Medicine reports called for critical core competencies in the provision of safe, quality care. The DNP education focuses on direct and indirect patient care, emphasizing evidence-based practices, knowledge translation, quality improvement, informatics, health care policy, autonomous practice, systems leadership, and other important health care practice principles.
- Evidence demonstrates a clear link between more advanced levels of nursing education, patient outcomes, and nurse practitioners' abilities to address complexities of patient care.



- The transition from a fee-for-service model to accountable care creates opportunities for the industry and health care providers (including DNP-educated nurses) to expand practice and health care access.

Career opportunities for practice doctorate prepared NPs continue to increase as the population ages and as more individuals have increased access to health care through the 2010 Affordable Care Act (ACA). Over the last 20 years, a decreased interest in family medicine education nationally led to fewer primary care or general physicians graduating from medical schools. Many opportunities exist for nurse practitioners to alleviate the primary care shortage challenges and to participate in health care cost-effectiveness, access, quality, and safety solutions.

DNP-educated nurses work in a variety of community settings: outpatient and primary care clinics, private practices, schools, occupational health clinics, patient care case management clinics, home health and hospice services, independent autonomous nurse practitioner-run clinics, and sub-specialty practices. Qualified local Bachelor of Science in Nursing-prepared registered nurses can become practice doctorate prepared registered nurses at WSU, then return to practice in their own communities with enhanced knowledge and expertise.

Institutional procedures: The WSU Annie Taylor Dee School of Nursing conducted a needs assessment (see “Student Demand” below). The institution considered a) student demand, b) the professional mandate for nursing to move to a DNP degree, and c) the fact that only one other Utah institution of higher education currently offers a DNP program.

USHE benefit: Providing an option for a DNP program from a second public university enhances the state's ability to educate APRNs. For those who have previously graduated from WSU, and for those individuals who reside in northern Utah's urban or rural communities, this WSU program will promote the nursing profession and achievement of societal health care outcomes.

The proposed DNP-FNP and DNP-Leadership programs meet the growing demands for excellent nursing education for our students and expanded access to quality health care within our state.



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).

Over the past 20 years, clinical or practice doctorate degrees have emerged in a number of health care professions, including audiology (AuD), physical therapy (DPT), occupational therapy (OTD), pharmacy (PharmD), psychology (PsyD), social work (DSW) and nurse practitioner (DNP).

In 2005, the National Academy of Sciences recommended a non-research nursing practice doctorate. The rationale for the Doctor of Nursing Practice-Nurse Practitioner degree is to increase the number of expert clinicians and capable clinical nurse leaders with practice authority and knowledge. It is a degree similar to that of the Doctor of Medicine (MD) and Doctor of Pharmacy (PharmD). The degree qualifies nurse practitioners to translate knowledge into practice, support health care systems, and prepare health care providers for future societal demands.

Demand for the DNP degree is present nationally and locally, and is driven by increasingly complex health care needs within the U.S. The Institute of Medicine, in 2010, called for the nation to double the number of nurses with a doctorate degree by 2020. In 2017, the Utah Medical Education Council conducted an APRN workforce survey, examining a 10-year workforce and population demand projection for advanced practice nurses. The survey supports the current trend for higher degrees for advanced practice nurses. Utah is progressing slowly compared to

other states toward the nationally mandated doctoral level, with 9 percent of nurses earning doctorates in 2010 and 16 percent in 2015. There is significant growth in DNP-FNP programs across the nation; however, only one public academic institution in Utah, the University of Utah, offers the mandated entry-into-practice degree for nurse practitioners.

The demand for the DNP degree is the result of collaborative and systematic trending and recommendation. It is supported locally by increasingly complex health care systems and community health care needs. Nationally, the DNP-NP degree is a professional mandate by the American Association of Colleges of Nursing (AACN), the American Association of Nurse Practitioners (AANP), and the National Organization of Nurse Practitioner Faculties (NONPF). This recommendation supports the Institute of Medicine call for the nation to double the number of nurses with a doctorate by 2020. Nursing practice doctorates will lead health care change, advance health care options, and practice to the full extent of their education, training, and legal scope of practice.

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 WSU Annie Taylor Dee School of Nursing graduates 400+ Bachelor of Science in Nursing-prepared registered nurses per year. Many of these students are seeking advanced degrees in nursing.

The School of Nursing conducted a needs assessment in March 2018. Of the 236 students and alumni surveyed, approximately 80 percent had a strong desire to continue their graduate education at WSU, with 48.3 percent (n=114) being interested in the Doctor of Nursing Practice-Family Nurse Practitioner program, and 33 percent (n=78) being interested in the Doctor of Nursing Practice-Leadership program. The majority of those interested in the post-master's DNP-Leadership program are master's prepared NPs.

Qualitative student comments indicated WSU would be their first choice for a DNP, based on the nursing education experiences they had at Weber.

Weber State University Nurse Practitioner Applicants & Admission

The acceptance rate for the WSU Master of Science in Nursing-Nurse Practitioner (MSN-NP) program for the last two years was 25 percent, while the first year was 32 percent.

- 2016: 54 eligible applicants for 20 MSN-NP student positions
- 2017: 92 eligible applicants for 30 MSN-NP student positions
- 2018: 88 eligible applicants for 20 MSN-NP student positions
- Program applicant acceptance is limited by clinical site and preceptor placement

2018 MSN-NP Graduate Statistics for Fall 2018

- 100 percent (20) of the MSN-NP graduates passed the national certification exam.
- 100 percent (20) of the MSN-NP graduates are in the process of being hired and credentialed.
- 100 percent (20) of the MSN-NP graduates remained in Utah for NP practice.

Based on the number of possible students interested in the post-baccalaureate DNP-FNP program, there are not enough DNP program placements at the University of Utah to meet student demand and interest.

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 University of Utah currently offers a Doctor of Nursing Practice (DNP) degree. WSU would be the only other Utah System of Higher Education (USHE) school to offer a DNP program. Weber State's community education focus is on the students in the northern part of the state and rural areas of Utah. The WSU nursing program has a longstanding history of providing nursing education in several rural outreach sites. This outreach has never created any concerns with USHE schools providing similar educational programs. This outreach would also apply to the DNP program, with the understanding that it will not compete with any other USHE school.

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.

Faculty in the WSU Annie Taylor Dee School of Nursing have discussed this proposed Doctor of Nursing Practice (DNP) program with the interim dean of nursing at the University of Utah, and with personnel at Southern Utah University and Brigham Young University. These institutions are aware WSU plans to offer this program and support the need for additional DNP education offerings in Utah. This WSU program will support northern Utah and associated rural students and communities.

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 WSU Annie Taylor Dee School of Nursing will seek accreditation by the Accreditation Commission for Education in Nursing (ACEN). The School of Nursing expects the Doctor of Nursing Practice program, including its family nurse practitioner and leadership emphases, to meet accreditation standards despite being new, based on previous program development and successful accrediting visits. Per ACEN, a site visit for accreditation purposes is scheduled one to two semesters before the first graduating class. The accreditation visit will be scheduled for fall 2020. The school has already started to prepare for the planned accreditation visit, aligning all aspects of the program's development with ACEN criteria for accreditation. The formal self-study will be submitted in summer 2020. The cost of the accreditation process and visit will depend on the number of reviewers and number of days the reviewers will be on site. With two separate DNP emphases being proposed at Weber State, the fall 2020 accreditation visit is anticipated to include both the FNP and leadership emphases at an estimated cost of \$7,500.

Section IV: Program Details

Graduation Standards and Number of Credits

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

Justification for Graduation Standards and Number of Credits

As mentioned earlier, the Doctor of Nursing Practice-Family Nurse Practitioner program replaces the current Master of Science in Nursing-Nurse Practitioner program at the next application and acceptance cycle.

The Accreditation Commission for Education in Nursing (ACEN) will accredit the DNP-FNP program, as it does other current Annie Taylor Dee School of Nursing programs. The majority of the proposed DNP-FNP curriculum is already accredited in the current MSN-NP program.

ACEN works closely with the American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties (NONPF) that developed the *DNP Essentials* and *Nurse Practitioner Specialty Core Competencies*. These national entities set educational, clinical hours, and practice standards for the post-baccalaureate to DNP-FNP degree.**

The proposed DNP-FNP program meets all of the required *DNP Essentials* and *Nurse Practitioner Specialty Core Competencies* criteria. The DNP-FNP program changes referenced above and the new program of study below ensure national accreditation and national certification exam eligibility mandates are met.

** ACEN Accreditation Standards, NONPF, American Association of Colleges of Nursing (AACN), National NP-Certification Exam Requirements for American Association of Nurse Practitioners (AANP) and American Nurses Credentialing Center (ANCC)

Clinical and Practice Hours for Nurse Practitioners

Per AACN, a minimum of 1,000 hours of post-baccalaureate practice is required as part of the supervised academic program. DNP-FNP doctorate practice hours and hands-on clinical experiences are designed to help students achieve specific learning objectives related to the *DNP Essentials* (AACN) and *Nurse Practitioner Specialty Core Competencies* (NONPF). Of the 1,000-practice hour requirement, 300 hours are required in doctoral-level courses for nurse practitioner students.

- Nurse practitioner clinical hour requirements are generally high. The average number of hours for FNP programs across the country varies from 550 to 700 hours.
- Nurse practitioner students graduate from the WSU DNP-FNP program with 660 clinical contact hours and 60 clinical skill practice hours, totaling 720 clinical hours during the program.
- The majority of WSU nurse practitioner core courses incorporated into the post-baccalaureate to DNP-FNP program are from the current MSN-NP curriculum.
- NONPF recommends four credit hours of pharmacology and pathophysiology for DNP-FNP students rather than three credit hours in the master's program. To satisfy this requirement, the existing three-credit hour pathophysiology and pharmacology courses each become two separate two-credit hour courses and are taught over two semesters to incorporate the clinical practice topics and genetics.
- The proposed DNP-FNP program consists of 78 credit hours over seven semesters. The current MSN-NP program is five semesters with 50 credit hours.
- The proposed DNP-FNP program includes 44 credits from the current MSN-NP program, three credits for the MSN theory course from the current MSN executive program, and 31 credits from the newly proposed post-master's to DNP-Leadership curriculum.
- The post-master's to DNP-Leadership program proposal consists of 26 theory credits and five credits of DNP practicum (300 hundred hours), equaling 31 credits.
- All DNP courses are offered online, while nurse practitioner courses are hybrid.
- DNP-FNP students achieve 720 FNP clinical hours and 300 DNP practice [practicum] hours during the program of study.

National guidelines and benchmarking indicate post-BSN to DNP-FNP/NP credit hours range from 72 to 85 credits over seven to ten semesters. The proposed WSU DNP-FNP program is within these credit hour and semester ranges.

Admission Requirements

List admission requirements specific to the proposed program.

Application Requirements:

Applicants must have:

1. A cumulative GPA of 3.3 or higher (on a 4.0 scale). Includes all college-level course work. Transfer courses must be from a regionally accredited college or university that transfers to Weber State University.
2. An earned Bachelor of Science in Nursing (BSN) from a regionally accredited program with nursing accreditation from one of the following:
 - a. Commission on Collegiate Nursing Education (CCNE);
 - b. Accreditation Commission for Education in Nursing (ACEN); or
 - c. National League for Nursing Commission for Nursing Education Accreditation (CNEA).
3. A current unencumbered license to practice as a registered nurse (RN) or the eligibility to obtain licensure without restrictions to practice as a registered in the state of Utah (or a compact state).
4. A minimum of TWO years of current work experience as an RN (by the program start date.)
5. A detailed curriculum vitae or resume.
6. Remaining documents, including a purpose statement essay and professional APA- formatted case study, as requested in the application packet.

Please note:

- a. If English is not the applicant's first language, a minimum English language proficiency score is required. (TOEFL = 75 overall, with a minimum of 17 in each category; or IELTS = 6.5 overall, with a minimum of 6.0 in each category). Applicants with a bachelor's degree or higher from a regionally accredited (or equivalent) university in which the language of instruction was English may be exempt from English-language proficiency testing.
- b. All exceptions to the minimum GPA requirement and TOEFL/IELTS scores in admissions decisions, along with a rationale for each, will be reported by all graduate programs annually to the Graduate Council.

Acceptance to the DNP-FNP Program

Applicants must:

1. Apply to the Doctor of Nursing Practice-Family Nurse Practitioner (DNP-FNP) program and meet all admission criteria as listed above by the published due date.
2. Provide a professional and personal statement, including a professionally written essay response to select questions as directed.
3. Complete the required clinically oriented DNP-FNP case study, using the APA format.
4. Participate in an interview process as directed, face to face or online.
5. Respond to predetermined interview questions reflecting on one or more of the following:
 - a. Student characteristics and qualities;
 - b. Interpersonal collaboration;
 - c. Time management;
 - d. Knowledge of DNP-FNP role; and/or
 - e. Decision-making.

Selection Notification:

Students will be notified of acceptance into the program approximately two months ahead of the start date.

Applicants are ranked according to a selection point system established by the WSU Annie Taylor Dee School of

Nursing Graduate Degree Admissions Committee. Applicant ranking includes: GPA, work experience as an RN, recommendations, curriculum vitae/resume, professional writing ability, personal interview (presentation format TBA), veteran status, preceptor for the WSU Annie Taylor Dee School of Nursing program during the last year (March 1 to March 1) and potential for scholarly work/leadership/clinical practice. A DNP website will be developed for the application process, application checklist, and other information as needed.

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?

At present, the WSU Annie Taylor Dee School of Nursing has an Interprofessional Education (IPE) Simulation Center on the university's Ogden campus in the Dr. Ezekiel R. Dumke College of Health Professions and a large simulation lab on the Davis campus in Layton, Utah. The simulation center on the Ogden campus has been equipped to provide excellent clinical training to Master of Science in Nursing-Nurse Practitioner (MSN-NP) students and will continue to provide an excellent training center for Doctor of Nursing Practice-Family Nurse Practitioner (DNP-FNP) students when needed. In addition, the Dumke College of Health Professions recently completed its Center for Interprofessional Education in Healthcare, a building that houses additional classrooms and the most up-to-date classroom technology. These rooms are available when needed. These facilities and the additional online format of this particular program will eliminate the need for additional structural support.

The WSU Annie Taylor Dee School of Nursing has strong foundational MSN programs (educator, executive, and nurse practitioner). Currently, the nurse practitioner program incorporates three MSN core courses and three scholarly project courses required for graduation from all MSN degree emphases.

The proposed DNP-FNP program will continue to require three MSN core courses. The American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties (NONPF) guidelines for DNP-NP education require upper-division informatics and theory courses. Informatics is included in the new post-master's to DNP-Leadership program and will meet this requirement. To alleviate the theory course gap, an existing MSN theory course in the MSN educator and executive emphases is incorporated into the DNP-FNP program and replaces the informatics course in the current MSN-NP program. The DNP project in the DNP-FNP curriculum replaces the current master's scholarly work.

The current MSN-NP program includes 14 core course credits and 27 NP program practice-specific core courses. The National Organization of Nurse Practitioner Faculties (NONPF) nurse practitioner curriculum oversight recommends one additional credit hour in both advanced pathophysiology and pharmacology. Additionally, genetics is to be included in the pathophysiology course. As previously indicated, to satisfy this requirement the existing three-credit hour pathophysiology and pharmacology courses each become two separate two-credit hour courses taught over two semesters to incorporate clinical practice topics and genetics.

The current nurse practitioner skill practice and clinical labs, the lifespan courses, and associated clinical practice courses remain the same with the exception of courses being renamed to include the title nurse practitioner. The new naming reflects the NP clinical focus and distinguishes between the required DNP practice hours and NP

clinical hours. The proposed NP clinical rotations for the new DNP-FNP program will be similar to the existing MSN-NP program.

Clinical placement challenges throughout Utah necessitated creativity in acquiring sites and preceptors. Most students have two or three clinical rotations each semester to allow preceptor flexibility and appropriate time considerations for intense on-site clinical learning. Intermountain Healthcare, Ogden Clinic and other clinical community partners support local and rural placements for our students.

For the DNP-FNP program, clinical placements remain a challenge nationally for many programs. At WSU, the nurse practitioner program director and clinical coordinator work together on clinical placement recruitment, multi-leveled organizational clinical affiliation agreements, preceptor education (physicians, NPs, and PAs), legal logistics of clinical placement or organizational requirements, and evaluation of placement effectiveness beyond the usual clinical placement and preceptor arrangements of other nursing students.

The proposed DNP-FNP curriculum includes the traditional master's nurse practitioner 3-P courses (advanced pharmacology, pathophysiology, and physical assessment), extensive clinical contact hours with a health care provider (NP, MD, DO, PA-C, or other specialist), specified lifespan theory population courses, evidenced-based practice, research, and scholarly project courses.

New DNP course work further augments the nurse practitioner educational curriculum to include key aspects of both direct- and indirect-care principles for evidence-based practice and analysis, quality improvement, organizational and systems leadership, health care policy, population health and interprofessional collaboration, health care economics, and information technology and management

The above noted program changes and new course inclusions ensure that the WSU DNP-FNP program meets all national accreditation mandates, nurse practitioner educational practice requirements, and national certification exam eligibility requirements related to specific NP lifespan courses, the 3-Ps, and required clinical hours.

Faculty

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

The current Master of Science in Nursing-Nurse Practitioner (MSN-NP) program utilizes faculty with master's or doctoral preparation; faculty who teach nurse practitioner lifespan and clinical courses must be nurse practitioners with a minimum educational preparation at the master's level and current active NP practice.

Faculty who will teach DNP-level courses must have doctoral degrees, as well as NP certification if teaching 7000-level nurse practitioner clinical courses.

Over the next five years, current master's degree-prepared nurse practitioner faculty will be encouraged and supported in completing the post-master's Doctor of Nursing Practice (DNP)-Leadership program to ensure that WSU nurse practitioner faculty role model and meet national requirements for all nurse practitioners to obtain the DNP degree by 2025.

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.

Implementation of the DNP-FNP program results in a 5 percent increase in workload for administrative secretarial staff to manage increased student numbers and program requirements. This can be accommodated by shifting some of the routine tasks to student assistants.

Student Advisement

Describe how students in the proposed program will be advised.

The advisement process is as follows:

1. Students are assigned a graduate program advisor upon entry into the program.
2. The appropriate department administrative assistant provides the name of the assigned advisor to students via email.
3. Students access CatTracks, the WSU graduation evaluation tool, in their e-Weber portals, to view the list of courses needed to complete the program.
4. On or before week three of the semester, students must contact their advisor to introduce themselves and detail any identified problems/concerns.
5. For any additional advisement, questions, or consultation during the program, students make an appointment to talk with their advisors by phone, virtual interview, or face-to-face during a hybrid class week.
6. Students are strongly encouraged to complete a "Degree Evaluation" in CatTracks each semester until graduation.
7. The faculty advisor, the Doctor of Nursing Practice-Family Nurse Practitioner (DNP-FNP) program director, or the Annie Taylor Dee School of Nursing enrollment director documents advisement notes in CatTracks.
8. Students are responsible for reviewing advisement comments in CatTracks and ensuring that all DNP-FNP program requirements are fulfilled.

Library and Information Resources

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

Students, faculty and staff associated with the Post BSN to DNP-FNP program can access the Stewart Library completely online. The library also provides a dedicated medical librarian and informaticist to support all SON nursing students, including DNP students. Multiple databases and resources are available for students to conduct their course work and clinical guideline/ protocol transformation into practice.

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.

WSU Annie Taylor Dee School of Nursing Outcomes

Since 1990, the National Organization of Nurse Practitioner Faculties (NONPF) has identified core competencies for nurse practitioners. Core competencies represent graduation and certification requirements for clinical and evidenced-based scholarship necessary for Doctor of Nursing Practice-Family Nurse Practitioner (DNP-FNP) entry into practice. The DNP-FNP curricular framework also includes the American Association of Colleges of Nursing (AACN) *DNP Essentials*. The essentials and competencies direct content and expected outcomes, guide the delivery of instruction, and determine student-learning activities for all nursing programs preparing future DNP-FNP-

educated nurses. The Annie Taylor Dee School of Nursing program, course, and student assessment and evaluation methodologies are varied, reflecting established professional and practice competencies, and measure the achievement of the End of Program Student Learning Outcomes (EPSLOs).

Family Nurse Practitioner Role-Specific Program Competencies

1. Patient-Centered Care: Implement indirect- and direct-care strategies for autonomous practice and/or care delivery models for individuals and diverse populations across health care settings.

2. Teamwork & Collaboration: Engage in shared decision-making with interprofessional teams for complex patients, practice, and organizational collaboration.

3. Evidence-Based Practice (EBP): Operationalize clinical and leadership principles translating evidence into health care practice.

4. Quality Improvement (QI): Transform individual, community, and organizational practices to achieve quality health outcomes.

5. Patient Safety: Develop an organizational culture of safety for improved health care of individuals and diverse populations across health care settings.

6. Informatics: Evaluate and manage patients, systems, and evidence for clinical decision-making and improvement of health care delivery.

Summative Assessments

The administration of summative assessment tools occurs during a two-week period at the end of each semester. These documents are available electronically and require a student password to access. Faculty do not receive the aggregated report of the quantitative and qualitative evaluation data until course grades have been posted. Using this aggregate data, the faculty make decisions relative to the program's development, maintenance, and/or revision. The instruments gather the following information:

- The students' perceived effectiveness of the course;
- The students' perceived effectiveness of the course faculty;
- The students' achievement of the role-specific competencies; and
- The students' perception of the curriculum's overall quality as preparation for the student to perform the advanced roles of a nurse administrator or nurse educator.

The Course Outcomes Evaluation assesses:

- The required course materials supported the student's learning;
- The course assignments effectively measured the student's achievement of course student-learning outcomes; and
- The overall effectiveness of the course supported the student's achievement of course student-learning outcomes.

Faculty Performance Evaluations of Students

The Doctor of Nursing Practice-Family Nurse Practitioner (DNP-FNP) faculty adapt and employ existing policies and evaluations to measure individual student mastery of course learning outcomes/competencies through a variety of learning strategies and associated evaluation methods. One metric is course grades. In order to advance in the DNP-FNP program, the student must achieve a minimum final grade of a B minus in each course. This is the standard grading policy throughout the Annie Taylor Dee School of Nursing.

Assessments include:

1. Student performance of nurse practitioner role-specific competencies;
2. Student evaluation of clinical preceptor;
3. Nurse practitioner faculty evaluation of student; and

4. Preceptor evaluation of nurse practitioner student.

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.

End of Program Evaluation Instrument

Using a combined Benner's Novice (1) to Expert (5) concept and a standardized Likert scale, the following clinical components are evaluated: professionalism; management of subjective and objective data relevant to the nurse practitioner role, safe quality care, informatics, and patient-centered care; diagnostic reasoning and plan of care competency.

Questions

1. Faculty followed the course syllabus and unit modules.
2. Faculty utilized course student learning outcomes to focus learning.
3. Faculty utilized learning materials (e.g., textbook, web links, handouts, journal articles, video clips, etc.) to promote learning and achievement of course outcomes.
4. Faculty taught and modeled cultural sensitivity and concepts of individual and population diversity.
5. Faculty applied and promoted current evidence-based information in the course.
6. Faculty provided timely feedback (i.e. assignment grading) based on expectations articulated in the course.
7. Faculty responded to student communication within two business days.
8. Faculty overall performance.
9. Please provide constructive comments related to the strengths of the faculty.
10. Please provide constructive recommendations related to faculty improvement.

Course Evaluation DNP-FNP:

The following program support and sustainability aspects of DNP-FNP education will be evaluated for each course:

1. The DNP emphasis the student completed
2. Overall program of learning provided by the DNP program
3. Overall preparation and performance of nursing faculty
4. Faculty support throughout the program of study
5. The length of the program provided adequate time to learn and achieve program outcomes
6. The residency as the culminating component of the master's curriculum
7. The curriculum incorporated cultural and ethnic diversity concepts
8. Library resources
9. Technology enhanced learning resources (such as Canvas).
10. Technical support for online resources
11. Student Health & Counseling Center
12. Student academic advisement
13. Career Counseling and Placement
14. Financial Aid Services
15. Patient-centered Care: Create and direct collaborative patient-care environments that promote the development of nursing expertise that includes the patient perspective
16. Teamwork and Collaboration: Apply advanced communication strategies to support high-functioning interdisciplinary teams that support high-quality, safe patient care.
17. Evidence-based Practice: Evaluate available evidence, expert opinion, and patient preferences to determine best practices. Evaluate the feasibility and appropriate evaluation methods for planned evidence-based practice interventions.

18. Quality Improvement: Promote development of policies and processes based on identification of best practices that improve the quality and safety of nursing care provided by health care.
19. Patient Safety: Incorporate patient safety principles into the development of comprehensive patient safety goals and safety education for nurses.
20. Informatics: Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce errors, and support clinical decision-making

Program Evaluation Process

The purpose of the program evaluation process is to oversee the development and implementation of the program-specific Systematic Plan for Evaluation, and review and participate in evaluation activities for the entire Annie Taylor Dee School of Nursing. All members of the Doctor of Nursing Practice-Family Nurse Practitioner (DNP-FNP) program faculty team will serve as contributors to the program evaluation process.

Currently faculty meet monthly during fall and spring semesters to discuss individual and course evaluations. The meetings include reports and updates from the Annie Taylor Dee School of Nursing Evaluation Committee and designated course chairs. In addition, all program faculty are invited to the meeting to discuss suggestions and successes in the program or individual courses. Curricular changes are determined by evaluation data and subsequent analysis.

Aggregation and Trending of Data Supports Program Decision-Making

In support of the Master of Science in Nursing (MSN) Systemic Plan for Evaluation assessment and program improvement processes, the MSN program faculty currently employ several evaluative processes. These include the administration of formal evaluation tools, the tracking and trending of program outcomes, the students' final course grades as they progress through the program, and the students' achievement of the core and emphasis competencies. These same processes will apply to the Doctor of Nursing Practice-Family Nurse Practitioner (DNP-FNP) program. Suggestions and curricular changes are evaluated through course evaluations and periodic student check-ins (assessments) to determine effectiveness, and implemented if deemed valuable.

Formal Evaluation Tools

The administration of formal evaluation tools occurs during a two-week period at the end of each semester. These documents are available electronically and require a student password to access. Faculty do not receive the aggregated report of the quantitative and qualitative evaluation data until course grades have been posted. Using this aggregate data, the faculty make decisions relative to the program's development, maintenance, and/or revision.

Currently, all formal evaluation tools are administered to all Master of Science in Nursing (MSN) students and graduates, regardless of the program emphasis: educator, executive, or nurse practitioner. The data derived from these evaluation tools reflect that the students not only perceive that the program's courses are supporting their achievement of the program's learning outcomes/competencies, but they also judge the designated program faculty as being effective in facilitating their learning experience.

Formative Assessments

Currently, within the Master of Science in Nursing (MSN) program, faculty employ formative assessments at various times throughout the courses. Formative assessments also will be used in the Doctor of Nursing Practice-Family Nurse Practitioner (DNP-FNP) program. One example of a formative assessment includes:

To make this course most relevant and supportive of your learning, please answer the following:

1. Is the feedback you are getting from the instructor helping you learn? In what ways can the instruction be more helpful?

2. Are the instructions for completing assignments clear? If not, how can they be improved?
3. Do you feel you are developing the knowledge and skills in this class to prepare you as a nurse educator?
4. Please provide examples of what you have enjoyed learning and what you would like to learn more about.
5. What are your thoughts regarding the textbook(s) and supplemental readings, videos and websites? Have they been helpful for your learning and in completing the assignments?

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
					General Education Credit Hour Sub-Total
Required Courses					
<input type="radio"/>	<input type="radio"/>	NRSG 6110		Translating Research and Evidence into Practice	3
<input type="radio"/>	<input type="radio"/>	NRSG 6120		Research and Statistics	3
<input type="radio"/>	<input type="radio"/>	NRSG 6130		Theoretical Foundations of Nursing Practice	3
<input type="radio"/>	<input type="radio"/>	NRSG 6210		APRN Pathophysiology I	2
<input type="radio"/>	<input type="radio"/>	NRSG 6211		APRN Patho II and Genetics	2
<input type="radio"/>	<input type="radio"/>	NRSG 6215	X	APRN Pharmacology I	2
<input type="radio"/>	<input type="radio"/>	NRSG 6216	X	APRN Pharmacology II	2
<input type="radio"/>	<input type="radio"/>	NRSG 6220		NP Assessment/DX Reasoning	3
<input type="radio"/>	<input type="radio"/>	NRSG 6225		NP Care Clinical Skills	1
<input type="radio"/>	<input type="radio"/>	NRSG 6230		NP Patient Care Lab	1
<input type="radio"/>	<input type="radio"/>	NRSG 6235		NP Patient Care I	3
<input type="radio"/>	<input type="radio"/>	NRSG 6236		NP Clinical I	4
<input type="radio"/>	<input type="radio"/>	NRSG 6240		NP Patient Care II	2
<input type="radio"/>	<input type="radio"/>	NRSG 6245		NP Patient Care III	3
<input type="radio"/>	<input type="radio"/>	NRSG 6246		NP Clinical II	3
<input type="radio"/>	<input type="radio"/>	NRSG 6250		NP Patient Care IV	2
<input type="radio"/>	<input type="radio"/>	NRSG 7001		Transitions to Advance Practice I	2
<input type="radio"/>	<input type="radio"/>	NRSG 7002		Transition to Practice II	3
<input type="radio"/>	<input type="radio"/>	NRSG 7904		Nurse Practitioner Immersion	4
Choose 12 of the following courses:					
<input type="radio"/>	<input type="radio"/>			DNP Specific Theory Courses - All Required	
<input type="radio"/>	<input type="radio"/>	NRSG 7010	X	Scholarly/Ethical Foundations	3
<input type="radio"/>	<input type="radio"/>	NRSG 7020	X	Biostats/Epidemiology	3
<input type="radio"/>	<input type="radio"/>	NRSG 7030	X	Information Technology & EBP	3
<input type="radio"/>	<input type="radio"/>	NRSG 7040	X	Systems Approach & QI	3
<input type="radio"/>	<input type="radio"/>	NRSG 7050	X	Advanced Population Health	3
<input type="radio"/>	<input type="radio"/>	NRSG 7060	X	DNP Leadership	3
<input type="radio"/>	<input type="radio"/>	NRSG 7070	X	Healthcare Policy	2
<input type="radio"/>	<input type="radio"/>	NRSG 7080	X	Healthcare Economics	2
<input type="radio"/>	<input type="radio"/>	NRSG 7801	X	DNP Project I	1
<input type="radio"/>	<input type="radio"/>	NRSG 7802	X	DNP Project II	1
<input type="radio"/>	<input type="radio"/>	NRSG 7803	X	DNP Project III	1
<input type="radio"/>	<input type="radio"/>	NRSG 7900	X	DNP Practicum (total of 300 hours)	5

	Course Number	NEW Course	Course Title	Credit Hours
Required Course Credit Hour Sub-Total				78
Elective Courses				
+ -	NRSG 7900		DNP Practicum (extra sections if more time needed)	
Elective Credit Hour Sub-Total				
Core Curriculum Credit Hour Sub-Total				78

Program Curriculum Narrative

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

The post baccalaureate in nursing to Doctor of Nursing Practice-Family Nurse Practitioner (DNP-FNP) degree is designed to be completed in seven semesters.

- There are 48 credits for nurse practitioner-specific education and clinical hours.
- There are 22 credits for DNP theory courses.
- There are three, one-credit courses for the DNP project 7801-7803.
- There is a minimum of five credits required for DNP practicum for NRSG 7900 (course may be taken multiple times).
- Additional credits are available if needed for the individual student (variable credit for a total of five to nine hours).
- An eighth-semester option allows students to move the remaining DNP project and practicum course from semester seven to semester eight if more time is needed.
- During the last three semesters of the seven-semester program, students complete 660 hours of nurse practitioner clinical practice.
- Also during the last three semesters, students must complete the remaining 180 hours of indirect-/direct-care practice hours related to health care systems, quality improvement, health care policy, health care finance/economics, information technology, population health and epidemiology, and improved health care outcome improvements.

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.

(Semester 1 Summer)	Credits
NRSNG 6110 Translating Research and Evidence into Practice	3
NRSNG 6120 Research and Statistics	3
NRSNG 6130 Theoretical Foundations of Nursing Practice	3
NRSNG 7001 Transitions to Practice I	2
Total Semester Credits	11
(Semester 2 Fall)	
NRSNG 6210 APRN Pathophysiology I	2
NRSNG 6215 APRN Pharmacology I	2
NRSNG 7010 Scholarly/Ethical Foundations	3
NRSNG 7020 Biostats/Epidemiology	3
NRSNG 7070 Healthcare Policy	2
Total Semester Credits	12
(Semester 3 Spring)	
NRSNG 6211 APRN Patho II and Genetics	2
NRSNG 6216 APRN Pharmacology II	2
NRSNG 7030 Information Technology & EBP	3
NRSNG 7040 Systems Approach & QI	3
NRSNG 7801 DNP Project I	1
Total Semester Credits	11
(Semester 4 Summer)	
NRSNG 6220 NP Assessment/DX Reasoning	3
NRSNG 6225 NP Care Clinical Skills	1
NRSNG 7050 Advanced Population Health	3
NRSNG 7060 DNP Leadership	3
NRSNG 7900 DNP Practicum	1
Total Semester Credits	11
(Semester 5 Fall)	
NRSNG 6235 NP Patient Care I	3
NRSNG 6236 NP Clinical I	4
NRSNG 6240 NP Patient Care II	2
NRSNG 7080 Healthcare Finance/Economics	2
NRSNG 7802 DNP Project II	1
Total Semester Credits	12
(Semester 6 Spring)	
NRSNG 6230 NP Patient Care Lab	1
NRSNG 6245 NP Patient Care III	3
NRSNG 6246 NP Clinical II	3

NRS 6250 NP Patient Care IV	2
NRS 7900 DNP Practicum	2
Total Semester Credits	11
(Semester 7 Summer)	
NRS 7002 Transitions to Practice II	3
NRS 7803 DNP Project III	1
NRS 7900 DNP Practicum	2
NRS 7904 Nurse Practitioner Immersion	4
Total Semester Credits	10
Total Doctoral Credits	78

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	16	2	0
Faculty: Part Time with Doctorate	0	0	2
Faculty: Full Time with Masters	2	18	0
Faculty: Part Time with Masters	1	0	0
Faculty: Full Time with Baccalaureate	0	0	0
Faculty: Part Time with Baccalaureate	0	0	0
Teaching / Graduate Assistants			
Staff: Full Time	0	0	4
Staff: Part Time	0	0	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							
	Juanita	Allen	Other	DNP	University of Utah	75	
	Kristy	Baron	TT	PhD	Rocky Mountain University	50	
	Kathleen	Cadman	TT	PhD	University of Nevada Las Vegas	0	
	Sally	Cantwell	TT	PhD	Northcentral University AZ	0	
	Julie	Gee	TT	PhD	New Mexico State University	75	
	Diane	Fife	T	PhD	University of Utah	50	
	Valerie	Gooder	T	PhD	University of Utah	50	
	Deborah	Judd	T	DNP	University of Alabama - Tuscaloosa	100	
	Cathy	Harmston	TT	MSN	University of Utah	100	
	London	Lowe	T	PhD	University of Nevada Las Vegas	0	
	Melissa	NeVille	TT	DNP	University of Utah	25	
	Mary Anne	Reynolds	TT	PhD	University of Utah	75	
	Ann	Rocha	TT	PhD	University of Southern CA	75	
	Holli	Sowerby	TT	EdD	Walden University	25	
	Kris	Williams	TT	DNP	Chatham University	0	
	Susan	Thornock	T	EdD	Northcentral	25	Administrative
	Angela	Page	TT	MSN	Brigham Young University	100	
Part Time Faculty							
	Joyce	Barra	Other	PhD	University of Utah	0	

	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
	Perry	Gee	Other	PhD	University of California, Davis	25	
	Amy	Loftus	Other	MSN	University of Utah	20	
	Jessica	Bartlett	Other	DNP	University of Utah	20	
	Holly	Wharton	Other	MSN	University of Utah	20	

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	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		
Faculty: Full Time with Masters	0	0	0		
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants	/ / / / / / / /	/ / / / / / / /	0		
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		

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	94	102	118	118	118	118
# of Majors in Proposed Program(s)	////	20	40	40	40	40
# of Graduates from Department	52	43	24	59	59	59
# Graduates in New Program(s)	////	0	0	20	20	20
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,174,267	\$86,578	\$145,150	\$145,150		
Operating Expenses (equipment, travel, resources)	\$33,401	\$18,140	\$25,140	\$25,140		
Other:						
TOTAL PROGRAM EXPENSES	////	\$104,718	\$170,290	\$170,290		
TOTAL EXPENSES	\$1,207,668	\$1,312,386	\$1,377,958	\$1,377,958		
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	\$1,205,368					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees	\$2,300	\$8,140	\$8,140	\$8,140		
Tuition		\$64,578	\$113,010	\$113,010		
Differential Tuition (requires Regents approval)		\$32,000	\$49,140	\$49,140		
PROPOSED PROGRAM FUNDING	////	\$104,718	\$170,290	\$170,290		
TOTAL DEPARTMENT FUNDING	\$1,207,668	\$1,312,386	\$1,377,958	\$1,377,958		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Tuition and differential will be used to pay instructional wage for nursing courses and free up current faculty prepared with either a Ph.D. or DNP to teach in the program. In addition, tuition, differential, and modest course fees will fund the following operating expenses: durable medical equipment, objective structured clinical examination, lab / simulation clinical support, and simulation activities.

Part III: Describe funding sources

Revenue Narrative 1

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

Budget is in place to support the MSNP program. In addition, through strategic planning and alignment with the School of Nursing, Dumke College of Health Professions, and Weber State University mission, the Weber State University Annie Taylor Dee School of Nursing has developed the infrastructure necessary to sustain a successful Nurse Practitioner Program.

1. Graduating over 400 BSN Nurses across the state of Utah
2. New Lab at the Davis Campus with a 5 bed Simulation Suite and two- 5 bed nursing practice labs
3. Plans to renovate the existing Ogden Campus Lab to support simulation and advanced nursing education.
4. \$500,000 purchase of equipment and software to support student accessible recording of student performance in lab and simulation. These performance recordings are accessible to students and faculty off campus and at home for personal review and critique.
5. Implementation of the Cerner Electronic Medical Record System in all of the School of Nursing labs across the state.
6. Segue Grant and More Nurses Now monies used to support faculty in pursuing EdD, PhD and DNP education.
7. Segue Grant funding for the purchase of lab equipment to enhance nursing simulation
8. Assignment of full-time simulation coordinator for nursing labs
9. Assignment of 2 full-time faculty for development and coordination of Nurse Practitioner program curriculum, lab and clinical support.
10. Support and professional expertise from departments within the Dumke College of Health Professions.

Budgets for existing programs will not be impacted.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Revenue is a proportion of increased differential for nursing graduate students, a proportion of tuition and differential for an increased number of graduate students, an application fee of \$60 for the Doctor of Nursing Practice programs, and course fees for three courses to help fund the high cost of simulation lab supplies and live models for exams.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Doctoral degree(s): Doctor of Nursing Practice (DNP) - Leadership Emphasis effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

Weber State University (WSU) is proposing to implement a Doctor of Nursing Practice (DNP) program with two emphases: a leadership emphasis and a family nurse practitioner (FNP) emphasis. The proposed WSU DNP degree is a practice-focused advanced degree in nursing, designed for nurses who are seeking preparation at the highest level of clinical nursing practice. This proposal provides specifics for the DNP Leadership Emphasis.

The DNP degree is the preferred and recommended practice-focused degree for advanced practice registered nurses (APRN) and nurse leaders. This includes all nurse practitioners (NPs) and other expert nurses. According to the American Association of Colleges of Nursing (AACN), advanced nursing practice is defined as any form of nursing intervention that influences health care outcomes for individuals and populations, including the provision of direct care or management of care for individual patients or populations, and the provision of indirect care, such as nursing administration, executive leadership, health policy, informatics, and population health. The role of the DNP-educated nurse is to use evidence to advance the quality of nursing through policy evaluation, development, and advocacy, and create and maintain healthy work environments at the organizational and systems levels. As leaders, DNP graduates develop and evaluate new models of care delivery.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policyr312) or, for "out of mission" program requests, the rationale for the request.

Nationally, the DNP degree is replacing the MSN as the terminal degree in the field and will be the requirement for the APRN in 2025. In order to continue to serve students and the northern Utah region, Weber State University (WSU) must offer what is now the preferred, and what will become, the recommended practice-focused degree for the APRN.

While the nursing practice doctorate is not explicitly in the WSU mission statement, the degree offering is consistent with the broad mission of WSU to serve as the educational, cultural, and economic leader of the region by offering accessible, effective, and responsive degree programs. Having the terminal practice degree for nurses reflects the institution's service role as regional leader for its students and employers.

The degree offering is also consistent with the scope of practice, strengths, and mission of the WSU Annie Taylor Dee School of Nursing. The School of Nursing has been in the forefront of providing stackable credentialing in nursing since its inception in 1953. The school works with technical colleges to move the licensed practical nurse (LPN) to the level of registered nurse (RN), and provides the opportunity for the technical college student to advance to the Bachelor of Science in Nursing (BSN) degree and continue through to the MSN. Weber State University's MSN degree has three emphases from which students can choose: nurse educator, nurse executive, and nurse practitioner (NP).

To maintain a meaningful stackable credentialing process and be responsive to the needs of nursing students and employers in the future, it is important for WSU to offer the DNP program. In other words, if WSU is unable to offer the DNP program, it will undermine the value of the award-winning and nationally recognized WSU Annie Taylor Dee School of Nursing.

A practice-focused degree, the DNP is distinctly different from a Ph.D. or research doctoral degree program. The goal in proposing the DNP is to fulfill the mission of both WSU and the Annie Taylor Dee School of Nursing to be responsive to students and regional workplace demands. WSU is not interested in, and does not plan to change, the mission statement and will remain focused on certificate, associate's, bachelor's, and master's degree programs. The addition of the DNP degree at WSU ensures optimally prepared practitioners and nurse leaders who achieve the university's dual mission, integrating access, learning, and community in the service of high-quality health care and favorable outcomes for regional patients, families, and communities.

The addition of a professional doctorate does not alter the mission of WSU, nor does it alter its Carnegie Classification as an M1 institution (Master's Colleges and Universities – Larger Programs). Only the granting of academic doctorates moves an institution to the doctoral level. Moreover, WSU does not believe the new program at the new degree level will alter the Regents' definition of its role (defined in R312) as a regional university that provides career and technical education to fill regional or state workforce demands. To reiterate, the DNP is not a research degree, and WSU is not looking to become a research university as defined in R315.

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.

Why the program should be initiated: The Doctor of Nursing Practice (DNP) program prepares advanced practice registered nurses and other nurse experts to meet the changing demands of the nation's complex health care environment -- an environment that requires the highest level of scientific and practical knowledge to assure quality patient outcomes and attention to evolving local community health care needs. Evidence demonstrates a clear link between more advanced levels of nursing education, patient outcomes, and nurse practitioners' abilities to address the complexities of patient care.

Complex health care demands require the highest level of scientific knowledge and expert clinical practice to assure safe, quality patient care, increased access, and improved health care outcomes. The Institute of Medicine (IOM), Joint Commission, Robert Wood Johnson Foundation, and other authorities call for reconceptualization and enhanced development of educational programs to prepare today's nurse practitioners to function to the highest level of education and practice scope.

DNP-educated nurse practitioners are prepared to work within a variety of health care contexts and communities to assess, plan, and intervene. They function as direct-care clinicians and indirect-care nurse leaders in administrative or executive roles, and in policy development, population health, informatics, indirect clinical practice innovation, and clinical educator contexts. Employers are quickly recognizing the unique contribution these expert nurse clinicians and leaders provide to meet societal, community, and organizational health care needs and demands.

Institutional procedures: The WSU Annie Taylor Dee School of Nursing conducted a needs assessment (see "Student Demand" below). The institution considered the a) student demand, b) professional mandate for nursing to move to a DNP degree, and c) the lack of other higher education institutions offering a DNP program.

USHE benefit: Providing an option for a DNP program from a public state university enhances the ability to educate APRNs and expert nurse leaders in the role of nurse practitioners or advanced practice nurse leaders. For those who have previously graduated from WSU and for those individuals who reside in northern Utah's urban or rural communities, this is essential for promotion of the nursing profession and achievement of societal health care outcomes.

The proposed DNP leadership program helps meet the growing demands for the provision of excellent nursing education and expanded access of quality health care within the state.

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).

Demand for the DNP degree is present nationally and locally, and is driven by the increasingly complex health care needs within the U.S. The Institute of Medicine, in 2010, called for the nation to double the number of nurses with a doctorate degree by 2020. Nationally, there is significant growth in DNP programs; 303 DNP programs are currently enrolling students, and 124 new DNP programs are in the planning stages (58 post-Bachelor of Science in Nursing (BSN) and 66 post-Master of Science in Nursing (MSN) programs). From 2015 to 2016, the number of students enrolled in DNP programs increased from 21,995 to 25,289. Locally, the Utah Medical Education Council conducted an advanced practice registered nurse workforce survey in 2017, examining a 10-year workforce and population demand projection for advanced practice nurses. The survey supports the current trend for higher degrees for advanced practice nurses. Utah is progressing slowly compared to other states toward the nationally mandated doctoral level, with 9 percent of nurses earning doctorates in 2010 and 16 percent in 2015. Only one public academic institution in Utah, the University of Utah, offers the mandated entry-into-practice degree for nurse practitioners.

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 WSU Annie Taylor Dee School of Nursing conducted a needs assessment in March 2018. Of the 236 students and alumni surveyed, a large percentage had a strong desire to continue their graduate education at WSU, with 44 percent (n=105) being interested in a DNP leadership program.

Similar Programs

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

The University of Utah currently offers a DNP degree. WSU would be the only other Utah System of Higher Education (USHE) school to offer a DNP program. Weber State's community education focus is on the students in the northern part of the state and rural areas of Utah. The WSU nursing program has a longstanding history of providing nursing education in several rural outreach sites. This outreach has never created any concerns with USHE schools providing similar educational programs. This outreach would also apply to the DNP program, with the understanding that it will not compete with any other USHE school.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.org/policies/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.

Faculty in the WSU Annie Taylor Dee School of Nursing have discussed this proposed DNP program with the interim dean of nursing at the University of Utah, and with personnel at Southern Utah University and Brigham Young University. These institutions are aware WSU plans to offer this program and support the need for additional

DNP education in Utah. This WSU program will support northern Utah and associated rural students and communities.

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 WSU Annie Taylor Dee School of Nursing will seek accreditation by the Accreditation Commission for Education in Nursing (ACEN). The School of Nursing expects the DNP program, including its leadership and family nurse practitioner (FNP) emphases, to meet accreditation standards despite being new, based on previous program development and successful accrediting visits. Per ACEN, a site visit for accreditation purposes is scheduled one to two semesters before the first graduating class. The accreditation visit will be scheduled for fall 2020. The school has already started to prepare for the planned accreditation visit, aligning all aspects of the program's development with ACEN criteria for accreditation. The formal self-study will be submitted in summer 2020. The cost of the accreditation process and visit will depend on the number of reviewers and number of days the reviewers will be on site. With two separate DNP emphases being proposed at Weber State, the fall 2020 accreditation visit is anticipated to include both the leadership and FNP emphases at an estimated cost of \$7,500.

Section IV: Program Details

Graduation Standards and Number of Credits

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

The Doctor of Nursing Practice Leadership Emphasis, like all of the current WSU Annie Taylor Dee School of Nursing programs, will be accredited by the Accreditation Commission for Education in Nursing (ACEN), which works closely with the American Association of College of Nursing (AACN), another accrediting body. The AACN developed the foundational competencies -- the *DNP Essentials* -- that are core to all advanced nursing practice roles. The DNP Leadership emphasis utilizes ACEN, ACCN, and other professional authorities to ensure education standards meet the criteria of these separate organizations. Per the AACN, a minimum of 1,000 post-baccalaureate practice hours are required as part of a supervised academic program. Practice experiences are designed to help students achieve specific learning objectives related to the *DNP Essentials* and specialty competencies. Of the 1,000 practice hour requirement, a minimum of 300 hours is at the doctoral level. The DNP Leadership Emphasis consists of 26 theory credits and five (300 hours) DNP practicum credits equaling 31 credits; this is consistent with national benchmarking for this program. The program takes six semesters to complete, although a student admitted with a higher level of transcribed post-baccalaureate practice hours may complete the program in five semesters.

Admission Requirements

List admission requirements specific to the proposed program.

Phase I: Admission Requirements for the DNP-Leadership Emphasis

Applicants must have:

1. A cumulative GPA of 3.0 or higher (on a 4.0 scale). Includes all college-level course work. Transfer courses must be from a regionally accredited and a nursing-accredited institution that transfers to Weber State.
2. A current unencumbered license to practice as a registered nurse (RN) or advanced practice registered nurse (APRN) in one of the National Council of State Boards of Nursing (NCSBN) jurisdictions or the eligibility to obtain licensure without restrictions to practice as a registered nurse in the applicant's state. Must be licensed prior to the

program start.

3. A detailed curriculum vitae or resume.

Please note:

a. If English is not the applicant's first language, a minimum English language proficiency score is required. (TOEFL = 75 overall, with a minimum of 17 in each category; or IELTS = 6.5 overall, with a minimum of 6.0 in each category). Applicants with a bachelor's degree or higher from a regionally accredited (or equivalent) university in which the language of instruction was English may be exempt from English-language proficiency testing.

b. All exceptions to the minimum GPA requirement and TOEFL/IELTS scores in admissions decisions, along with a rationale for each, will be reported by all graduate programs annually to the Graduate Council.

Phase II: Acceptance to the DNP-Leadership Emphasis

Applicants must:

1. Apply to the DNP Leadership Emphasis by the posted due date.
2. Complete the general DNP admission criteria as listed above.
3. Submit a personal statement.
4. Submit a case study.
5. Submit video responses
6. Provide a transcript showing an earned Bachelor of Science in Nursing (BSN) degree.
7. Provide a transcript showing an earned Master of Science in Nursing (MSN) degree from a regionally accredited program and a nursing-accredited program (accredited by the Commission on Collegiate Nursing Accreditation (CCNE), Accreditation Commission for Education in Nursing (ACEN), National League for Nursing Commission for Nursing Education Accreditation (CNEA) program) *or* an earned Master of Health Education (MHA), Master of Public Health (MPH), or Master of Business Administration (MBA) from a regionally accredited program.

It is highly recommended that applicants have completed a statistics course with a B- grade or higher within 10 years prior to the start of the academic year of admission to the program. A working knowledge of nursing administrative functions, such as budgets, staffing, etc., is encouraged.

Application Process

The Doctor of Nursing Practice (DNP)-Leadership emphasis utilizes an online application process on the WSU Annie Taylor Dee School of Nursing website. Applications become available in October the year prior to the fall program start date. The application deadline is March 1. The admission and selection process occurs annually in April. The WSU Nursing Admissions and Advancement Committee reviews the applications. Students are notified of acceptance into the program by May 1 for fall admission. A DNP website will be developed for the application process, application checklist, and other information as needed.

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?

Administratively, the WSU Annie Taylor Dee School of Nursing has a chair, and there is a director for each nursing

program: Associate Degree Nursing (ADN), Bachelor of Science in Nursing (BSN), and Master of Science in Nursing (MSN) (educator, executive, and family nurse practitioner emphases). The director for the MSN educator and executive emphases will manage the DNP Leadership Emphases; thus, the new degree will not impact any undergraduate nursing program.

The DNP Leadership Emphasis is completely online. WSU currently has a strong Learning Management System (CANVAS) and online staff. Also, the WSU Student Affairs Division provides services and currently meets the needs of WSU Annie Taylor Dee School of Nursing students, including the school's online students.

The Annie Taylor Dee School of Nursing has strong foundational MSN programs with three emphases (educator, executive, and nurse practitioner). The proposed DNP Leadership Emphasis is a post-master's degree program that builds on traditional nursing curriculum (MSN and BSN) and is for those nurses with an earned MSN or an earned BSN with a Master of Business Administration (MBA), Master of Public Health (MPH), or Master of Health Administration (MHA). The DNP Leadership Emphasis integrates the required American Association of Colleges of Nursing (AACN) *DNP Essentials* throughout the entire program and is efficacious in that all the courses within the program serve as the core courses (31 credits) for the post-BSN to Doctor of Nursing Practice (DNP)-Family Nurse Practitioner emphasis.

Faculty

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

The WSU Annie Taylor Dee School of Nursing is well staffed with doctorally prepared faculty. The current Master of Science in Nursing (MSN) program utilizes doctorally prepared nursing faculty. These same faculty, and other doctorally prepared WSU nursing faculty, will be educators in the post-master's DNP leadership 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.

Implementation of the DNP leadership program results in a 5 percent increase in workload for administrative secretarial staff to manage increased student numbers and program requirements. This can be accommodated by hiring student assistants to shift some of the routine tasks from these employees.

Student Advisement

Describe how students in the proposed program will be advised.

The advisement process is as follows:

1. Students are assigned a graduate program advisor upon entry into the program.
2. The appropriate department administrative assistant provides the name of the assigned advisor to students via email.
3. Students access CatTracks, the WSU graduation evaluation tool, in their e-Weber portals, to view the list of courses needed to complete the program.
4. On or before week three of the semester, students must contact their advisor to introduce themselves and detail any identified problems/concerns.

5. For any additional advisement, questions, or consultation during the program, students make an appointment to talk with their advisors by phone or virtual interview.
6. Students are strongly encouraged to complete a "Degree Evaluation" in CatTracks each semester until graduation.
7. The student is ultimately responsible for ensuring that all DNP leadership program requirements are fulfilled.

Library and Information Resources

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

Students, faculty and staff associated with the DNP leadership program can access the Stewart Library completely online. The library also provides a dedicated medical librarian and informaticist to support all Annie Taylor Dee School of Nursing students, including DNP students. Multiple databases and resources are available for students to conduct their course work.

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.

Currently, the evaluation activities for all programs within the WSU Annie Taylor Dee School of Nursing are undertaken for the purpose of continuous program improvement. This purpose is accomplished by: 1) ascertaining the extent to which the faculty, administrators, staff, and students/alumni are achieving the Accreditation Commission for Education in Nursing (ACEN) standards and criteria; 2) monitoring each program's ability to support the achievement of program outcomes, the End of Program Student Learning Outcomes (EPSOLs) and role-specific competencies; 3) providing a mechanism for faculty, students, administrators, alumni, and employers to have input into the program; and 4) ensuring a systematic and timely process for revisions of curriculum, educational processes, and operational processes.

The current Systematic Plan for Evaluation (SPE) for the Annie Taylor Dee School of Nursing and for each program within the school reflects each component of the ACEN standards and criteria, the expected level of achievement (ELA), frequency of assessment, assessment methods, results of the most recent academic year, and the program's response and/or actions for program development/maintenance/revision for the upcoming academic year. Included in the SPE are the data related to program outcomes, EPSLOs, and role-specific program competencies of a DNP graduate. The School of Nursing's SPE is shared with the School of Nursing chair and the DNP program director, as well as other School of Nursing program directors, nursing faculty, and Curriculum and Evaluation committees. The School of Nursing's SPE is also shared with the nursing advisory board and the Dr. Ezekiel R. Dumke College of Health Professions dean through the Annie Taylor Dee School of Nursing's annual report. The SPE for the DNP program will follow suit.

The DNP program evaluation process will include overseeing the development and implementation of the program's SPE, as well as reviewing and participating in evaluation activities for the entire Annie Taylor Dee School of Nursing. The school's Evaluation Committee and all members of the DNP faculty will serve as contributors to the DNP program evaluation process. A dedicated time for evaluation will be set aside during monthly faculty meetings, and reports will be posted in a secure file-sharing system for open access to the School of Nursing. The meetings include reports and updates from the school's Evaluation Committee, review of DNP program evaluation surveys and forms, and discussions on data returned to the program.

The EPSLOs are designed from Quality and Safety Education for Nurses (QSEN) criteria to address the challenge of preparing future nurses with the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems within which they work.

One method to assess the outcomes is the identification of signature assignments. A signature assignment is a specific assignment/activity identified within a course that addresses a specific outcome(s). All six outcomes must be addressed at least once in a program. As examples, the Advanced Population Health course will design a signature assignment to address the Teamwork and Collaboration outcome, and the Health Care Policy course will address the Patient Safety outcome with a signature assignment. The DNP practicum will address all outcomes.

End of Program Student Learning Outcomes for the Annie Taylor Dee School of Nursing and the DNP-Leadership Program:

Patient-Centered Care (School)

Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patients' preferences, values, and needs.

Patient-Centered Care (DNP)

Develop and implement care delivery models and/or strategies of health promotion and risk reduction, illness prevention for individuals, families, and diverse populations across health care settings.

Teamwork & Collaboration (School)

Function effectively within nursing and interprofessional teams, fostering communication, mutual respect, and shared decision-making to achieve quality patient care.

Teamwork & Collaboration (DNP)

Collaborate with interprofessional teams associated with complex practice and organizational issues by mentoring and leading in order to provide high-quality and safe health outcomes.

Evidence-Based Practice (School)

Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Evidence-Based Practice (DNP)

Practice at the highest quality/level of nursing, supported by/based on/integrating the most current scientific evidence, organizational and systems thinking, leadership principles, health policy, informatics, equity in health care, and ethics.

Quality Improvement (School)

Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems, including participating in health care policy.

Quality Improvement (DNP)

Transform practice to impact quality of health care and outcomes.

Patient Safety (School)

Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Patient Safety (DNP)

Influence health care policy relating to finance, access, safety, and quality, as it applies to practice regulation, and consumer advocacy.

Informatics (School)

Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

Informatics (DNP)

Use information systems and technology resources to evaluate and implement quality improvement initiatives.

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.

The role-specific competencies complement the above End of Program Student Learning Outcomes (EPSLOs) and are consistent with safe practice in contemporary health care environments. The DNP curriculum is congruent with established standards for DNP programs, including the American Association of Colleges of Nursing (AACN) *DNP Essentials* and Accreditation Commission for Education in Nursing (ACEN) accreditation criteria -- criteria that encompass appropriate advanced nursing practice competencies and role-specific professional standards. The EPSLOs are used to organize the curriculum, guide the delivery of instruction, and direct learning activities. Evaluation methodologies are varied, reflecting established professional and practice competencies, and measure the achievement of the EPSLOs.

The role-specific competencies that students will achieve are:

- 1. Patient Centered Care:** Develop and implement system-wide standards and practices for care of patients/populations.
- 2. Teamwork & Collaboration:** Collaborate with other system leaders and implement strategies for the continuing development of interprofessional relationships.
- 3. Evidence-Based Practice (EBP):** Engage in evidence-based/outcome measurement practices and establish processes to translate, adopt, monitor, and evaluate valid evidence into practice.
- 4. Quality Improvement (QI):** Lead QI program and goals at the system level.
- 5. Patient Safety:** Collaborate with other interprofessional content experts to develop and evaluate system-wide patient safety programs.
- 6. Informatics:** Implement, evaluate, and lead the activities of a system-wide informatics plan at the system level.

Assessment Measures/Evaluation Tools

The DNP faculty will adapt and employ existing policies and evaluations to measure each student's mastery of the course learning outcomes/competencies through a variety of learning strategies and associated evaluation methods. One metric is course grades. In order to advance in the DNP program, the student must achieve a minimum final grade of a B minus in each course. This is the standard grading policy throughout the Annie Taylor Dee School of Nursing.

Summative Assessments

The administration of summative assessment tools occurs during a two-week period at the end of each semester. These documents are available electronically and require a student password to access. Faculty do not receive the aggregated report of the quantitative and qualitative evaluation data until course grades have been posted in the university system. Using this aggregate data, the faculty makes decisions relative to the program's development, maintenance, and/or revision. Current tools used within the Annie Taylor Dee School of Nursing will be employed and adapted as need be for use in the DNP leadership program. The instruments gather the following information:

- The students' perceived effectiveness of the course;
- The students' perceived effectiveness of the course faculty;
- The students' achievement of role-specific competencies; and
- The students' perceived overall quality of the program curriculum to prepare students for advanced roles in nursing.

A. The Course Outcomes Evaluation assesses:

- The required course materials supported the student's learning;

- The course assignments effectively measured the student's achievement of course student learning outcomes; and
- The overall effectiveness of the course supported the student's achievement of course student learning outcomes.

B. The Faculty Performance Evaluation assesses:

- The students' perceived effectiveness of the course faculty, measured on a five-point Likert scale: 1 (Poor) to 5 (Excellent)

Questions

1. Faculty followed the course syllabus and unit modules.
2. Faculty utilized course student learning outcomes to focus learning.
3. Faculty utilized learning materials (e.g. textbook, web links, handouts, journal articles, video clips, etc.) to promote learning and achievement of course outcomes.
4. Faculty taught and modeled cultural sensitivity and concepts of individual and population diversity.
5. Faculty applied and promoted current evidence-based information in the course.
6. Faculty provided timely feedback (i.e. assignment grading) based on expectations articulated in the course.
7. Faculty responded to student communication within two business days.
8. Faculty overall performance.
9. Please provide constructive comments related to the strengths of the faculty.
10. Please provide constructive recommendations related to faculty improvement.

C. Residency Course Evaluation for Master of Science in Nursing (MSN) (This will be adapted to the DNP practicum.) Assessments include:

- Student performance of MSN role-specific competencies;
- Student evaluation of residency preceptor;
- Evaluation of MSN faculty by preceptor; and
- MSN faculty evaluation of residency preceptor.

D. End of Program Evaluation Instrument (MSN Exemplar)

As measured on a five-point Likert scale: 1 (Poor) to 5 (Excellent)

Question Average

1. List the MSN emphasis you have completed: 1.40
2. Overall program of learning provided by the MSN program: 5.00
3. Overall preparation and performance of nursing faculty: 5.00
4. Faculty support throughout the program of study: 5.00
5. The length of the program provided adequate time to learn and achieve program outcomes: 5.00
6. The residency as the culminating component of the master's curriculum: 5.00
7. The curriculum incorporated cultural and ethnic diversity concepts: 5.00
8. Library resources: 5.00
9. Technology enhanced learning resources (such as Canvas): 5.00
10. Technical support for online resources: 5.00
11. Student Health & Counseling Center: 5.00
12. Student academic advisement: 4.60
13. Career Counseling and Placement: 4.20
14. Financial Aid Services: 4.00
15. Patient-centered Care: Create and direct collaborative patient-care environments that promote the development

of nursing expertise that includes the patient perspective: 5.00

16. Teamwork and Collaboration: Apply advanced communication strategies to support high-functioning interdisciplinary teams that support high-quality, safe patient care: 4.20

17. Evidence-based Practice: Evaluate available evidence, expert opinion, and patient preferences to determine best practices. Evaluate the feasibility and appropriate evaluation methods for planned evidence-based practice interventions: 5.00

18. Quality Improvement: Promote development of policies and processes based on identification of best practices that improve the quality and safety of nursing care provided by health care: 5.00

19. Patient Safety: Incorporate patient safety principles into the development of comprehensive patient safety goals and safety education for nurses: 5.00

20. Informatics: Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce errors, and support clinical decision-making: 4.20

Formative Assessments

Faculty in the MSN program currently employ formative assessments at various times throughout the courses. Formative assessments will be used in the DNP program. One example of a formative assessment includes:

To make this course most relevant and supportive of your learning, please answer the following.

1. Is the feedback you are getting from the instructor helping you learn? In what ways can the instruction be more helpful?
2. Are the instructions for completing assignments clear? If not, how can they be improved?
3. Do you feel you are developing the knowledge and skills in this class to prepare you as a nurse educator?
4. Please provide examples of what you have enjoyed learning and what you would like to learn more about.
5. What are your thoughts regarding the textbook(s) and supplemental readings, videos, and websites? Have they been helpful for your learning and in completing the assignments?

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					
Required Courses					
+	-	NRSG 7000	X	Introduction to DNP Role	1
+	-	NRSG 7010	X	Scholarly/Ethical Foundations	3
+	-	NRSG 7020	X	Biostats/Epidemiology	3
+	-	NRSG 7030	X	Information Technology & EBP	3
+	-	NRSG 7040	X	Systems Approach & QI	3
+	-	NRSG 7050	X	Advanced Population Health	3
+	-	NRSG 7060	X	DNP Leadership	3
+	-	NRSG 7070	X	Healthcare Policy	2
+	-	NRSG 7080	X	Healthcare Economics	2
+	-	NRSG 7801	X	DNP Project I	1
+	-	NRSG 7802	X	DNP Project II	1
+	-	NRSG 7803	X	DNP Project III	1
+	-	NRSG 7900	X	DNP Practicum	5
Required Course Credit Hour Sub-Total					31
Elective Courses					
+	-				
Elective Credit Hour Sub-Total					
Core Curriculum Credit Hour Sub-Total					31

Program Curriculum Narrative

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

This is a 31-credit, part-time program designed to be completed in six semesters (a student admitted with a higher level of transcribed post baccalaureate practice hours may be able to complete the program in five semesters). Theory courses consist of 26 credits. There is a minimum of five credits (300 hours) of doctoral-level practicum. Per the American Association of Colleges of Nursing (AACN), a student must complete 1,000 post- baccalaureate practice hours to graduate. As noted, five credits (300 hours) are designated at the doctoral level administered through the course NRSG 7900. This course may be taken multiple times up to eight credit hours, with a minimum of five credit hours required. One credit hour equals 60 practicum hours/semester. Additionally, the NRSG 6900

Fieldwork course facilitates post-baccalaureate work. Students may register multiple times for the Fieldwork course (up to nine credit hours, with 60 practicum hours/semester equal to one credit).

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.

(Semester 1 Fall)	Credits
NRSNG 7000 Introduction to DNP Role	1
NRSNG 7010 Scholarly/Ethical Foundations	3
NRSNG 7020 Biostats/Epidemiology	3
Total Semester Credits	7
(Semester 2 Spring)	
NRSNG 7030 Information Technology & EBP	3
NRSNG 7040 Systems Approach & QI	3
NRSNG 7801 DNP Project I	1
Total Semester Credits	7
(Semester 3 Summer)	
NRSNG 7050 Advanced Population Health	3
NRSNG 7060 DNP Leadership	3
NRSNG 7900 DNP Practicum	1
Total Semester Credits	7
(Semester 4 Fall)	
NRSNG 7070 Healthcare Policy	2
NRSNG 7802 DNP Project II	1
NRSNG 7900 DNP Practicum	2
Total Semester Credits	5
(Semester 5 Spring)	
NRSNG 7080 Healthcare Finance/Economics	2
NRSNG 7803 DNP Project III	1
NRSNG 7900 DNP Practicum	2
Total Semester Credits	5
Total Doctoral Credits	31

	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 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	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		
Faculty: Full Time with Masters	0	0	0		
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants	///	///	0		
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		

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	94	102	118	118	118	118
# of Majors in Proposed Program(s)	////	15	30	30	30	30
# of Graduates from Department	52	43	24	59	59	59
# Graduates in New Program(s)	////	0	0	15	15	15
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,174,267	\$55,188	\$98,596	\$98,596		
Operating Expenses (equipment, travel, resources)	\$33,401	\$2,000	\$4,000	\$4,000		
Other:						
TOTAL PROGRAM EXPENSES	////	\$57,188	\$102,596	\$102,596		
TOTAL EXPENSES	\$1,207,668	\$1,264,856	\$1,310,264	\$1,310,264		
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	\$1,205,368					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees	\$2,300	\$640	\$640	\$640		
Tuition		\$32,548	\$65,096	\$65,096		
Differential Tuition (requires Regents approval)		\$24,000	\$36,860	\$36,860		
PROPOSED PROGRAM FUNDING	////	\$57,188	\$102,596	\$102,596		
TOTAL DEPARTMENT FUNDING	\$1,207,668	\$1,264,856	\$1,310,264	\$1,310,264		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Tuition and differential will be used to pay instructional wages for nursing courses and free up current faculty prepared with either a Ph.D. or DNP to teach in the program. In addition, tuition, differential, and modest course fees will fund the following operating expenses: durable medical equipment, objective structured clinical examination, lab/simulation clinical support, and simulation activities.

Part III: Describe funding sources

Revenue Narrative 1

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

Budget is in place to support the Master of Science in Nursing (MSN) programs. In addition, through strategic planning and alignment with the missions of the Annie Taylor Dee School of Nursing, the Dr. Ezekiel R. Dumke College of Health Professions, and Weber State University, the Annie Taylor Dee School of Nursing has developed the infrastructure necessary to sustain a successful DNP program.

Currently, the Annie Taylor Dee School of Nursing:

1. Graduates over 400 Bachelor of Science in Nursing-prepared nurses across Utah.
2. Teaches from a new lab at the Davis campus that has a five-bed simulation suite and two five-bed nursing practice labs.
3. Plans to renovate the existing Ogden campus lab to support simulation and advanced nursing education.
4. Has purchased \$500,000 worth of equipment and software to support student-accessible recording of student performances in labs and simulations. These performance recordings are accessible to students and faculty off campus and at home for personal review and critique.
5. Has implemented the Cerner Electronic Medical Record System (EMR) in all School of Nursing labs across the state.
6. Uses Segue Grant and More Nurses Now monies to support faculty in pursuing Ed.D., Ph.D. and DNP education.
7. Has used Segue Grant funding for the purchase of lab equipment to enhance nursing simulation.
8. Has assigned a full-time simulation coordinator for nursing labs.
9. Has assigned two full-time faculty to develop and coordinate the nurse practitioner program curriculum, lab, and clinical support.
10. Supports and receives professional expertise from departments within the Dumke College of Health Professions.

Budgets for existing programs will not be impacted.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Revenue is a proportion of increased differential for nursing graduate students, a proportion of tuition and differential for an increased number of graduate students, and an application fee of \$60 for the DNP programs.

March 20, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Plan for Moving Forward on Mental Health Recommendations: Formation of the Regents' Mental Health Advisory Committee

Issue

Regents have intense interest in identifying and meeting the mental health needs of students in the Utah System of Higher Education (USHE) so that students can successfully complete their higher education goals. At Regent direction, institutions are conducting annual surveys of student mental health needs and formulating five-year plans to address those needs. A Regents' Mental Health Advisory Committee is proposed to provide oversight.

Background

Revisions to the Regents' Mental Health Recommendations were adopted at the January 25, 2019, Board meeting with the motion to reconvene the mental health working group. On March 4, 2019, the Academic and Student Affairs Committee (ASAC) considered options for most effectively moving forward on the mental health recommendations. Rather than reconvening the original mental health working group, which included a number of outside stake holders, the ASAC is recommending the formation of the Regents' Mental Health Advisory Committee. This will provide/ensure that Regent oversight and guidance on developing and implementing institutional mental health plans consistent with their recommendations. The plan incorporates feedback from the January Board meeting and the March ASAC meeting and is recommended to the Commissioner and the full Board by the ASAC.

Policy Issues

State statute [Utah Code 53B-1-104, (8) (a)] indicates "the board may establish advisory committees." The plan for moving forward on the mental health recommendations received input from the Chief Academic Officers and the Chief Student Affairs Officers. The plan fits well under the umbrella of "Student Safety" issues that are of Regent concern. There are no outstanding policy issues.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Plan for Moving Forward on the Mental Health Recommendations, including formation of the Mental Health Advisory Committee, with Regent assignments to the Mental Health Advisory Committee being made by the Executive Committee at their earliest convenience.

David L. Buhler
Commissioner of Higher Education

DLB/EJH
Attachment

Plan for Moving Forward on Mental Health Recommendations:
Formation of the Regents' Mental Health Advisory Committee

March 14, 2019

Background

Revisions to the Regents' Mental Health Recommendations were approved at the January 25, 2019, Board meeting with the motion to reconvene the Mental Health Working Group. On March 4, 2019, at one of their regular meetings, the Academic and Student Affairs Committee reviewed additional information and proposes establishing a Regent Mental Health Advisory Committee rather than reconvening the original Mental Health Working Group. The following describes a plan for moving forward.

Establish a Mental Health Advisory Committee appointed by the Chair of the State Board of Regents:

- The Mental Health Advisory Committee would be comprised of the following members:
 - 1-2 institutional representatives (recommended to include the counseling center director) from each of the USHE institutions
 - 2 Regents – one will serve as committee chair and one will serve as vice chair
 - 1 Student Regent
 - 2 institutional Board of Trustee members, one from an institution on the Wasatch front and one from a region off the Wasatch front
- Goals of the committee:
 - Assist in creating the institution five-year mental health implementation plans as required by the Regents' Mental Health Recommendations (due summer 2019).
 - Meet yearly to review the system-wide mental health survey data from ACHA NCHA and Health Minds Study and review the progress of the plans.
- This group will focus on mental health and the plans, which fit under the umbrella of Regent efforts relative to Student Safety.
- Benefits of working as a group:
 - Agree upon a template for the institutional plan for ease of institutions and the Board review.
 - Discussions across institutions and the ability to learn from each other what works well and what to avoid.
 - The plans will help uncover where it makes sense to do something system-wide, while allowing institutions to respond to the unique needs of their area and student population.
- Outside stakeholders from the original Regents' Mental Health Working Group or others will be invited, as needed, to give feedback on the 5-year plans.
- The Mental Health Advisory Committee will report to the Academic and Student Affairs Committee in fall 2019 and annually after their meeting reviewing survey data and plan progress.

Next steps:

- Presidents will recommend for appointment 1-2 people to represent their institution on the committee.
- Board of Regents Chair finalizes all committee appointments.
- Poll representatives for first meeting date.
- Meetings at USHE offices with option to video or call in (EdNet).
- **1st Meeting (April):** Review draft template and edit as needed. Discuss initial ideas for each area and what institutions are already doing.
- **2nd Meeting (May):** After institutions have received their ACHA NCHA survey results from the spring 2019 survey. Discuss results and how they impact the 5-year plan.
- **3rd Meeting (June):** Review initial drafts of 5-year plans.
- **4th Meeting (July - if needed):** Finalize 5-year plans.
- Plans due summer 2019 with subsequent review by the Board of Regents.
- Annual meeting in May or June, once the survey results are in from the annual mental health survey, to review the data and progress of the plans.

March 20, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: New Century and Regents' Scholarship Award Amounts for 2019-2020 College Academic Year

Issue

The Board of Regents administers the New Century and Regents' Scholarships and is authorized to set annually the award amounts for both scholarships based on legislative appropriation and the number of qualified applicants. Since 2010, the Commissioner's Office has advised scholarship applicants and potential applicants that the level of awards are subject to legislative funding and may vary from year to year.

During the 2019 legislative session, Utah's lawmakers chose to preserve the New Century and Regents' Scholarship programs and their ongoing funding. Based on the participation rates in these programs and funds available through legislative appropriation, the Office of the Commissioner is recommending award levels (found below) for approval by the Board.

Background

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

The Regents' Scholarship encourages Utah high school students to prepare for college academically and financially by taking a challenging college preparatory course of study during grades 9-12, while also saving for college. In 2017, the Board amended the Regents' Scholarship to include supplemental awards for scholarship award recipients for whom affordability is a barrier to accessing college. During the 2019 legislative session, the Legislature made additional changes to the Regents' and New Century Scholarship programs, which will go into effect starting with the 2020 high school graduating class. The Commissioner's office will propose a policy addressing the 2019 legislative amendments to the Board at a future meeting. Because of changes to the Regents' Scholarship program, there are different award structures depending on the year in which students apply.

For the graduating class of 2018 and prior, the Regents' Scholarship structure has had three levels of awards:

1. The Base Award: This scholarship provides a one-time payment of up to \$1,000 for students who complete the college preparatory course of study, meet a minimum cumulative high school GPA of 3.0, earn minimum grades in each of the courses required for scholarship eligibility, and take the ACT.
2. The Exemplary Achievement Award: In addition to the Base Award, Students will qualify for the Exemplary Achievement Award by having no grade lower than a "B" in the classes required for scholarship eligibility, earning at least a 3.5 cumulative high school GPA, and achieving a composite ACT score of 26. The amounts of the Exemplary Award vary based on legislative funding. The maximum amount a student may receive is \$1,250 per semester, renewable each semester during the students' first four semesters at college.
3. The Regents' Scholarship my529 Supplemental Award: Students earn this award if they have the minimum requirements of the Base Award and if they have contributed to a my529 account for which they are listed as the beneficiary each year during ages 14-17. The award provides a \$100 match per year for each \$100 the student contributed to their own UESP account for a maximum supplemental award of \$400.

Awards for the 2019 high school class are structured as follows:

1. The Scholarship Award: This award is granted to all students who complete the college preparatory course of study, meet a minimum cumulative high school GPA of 3.3 and a minimum ACT composite score of a 22.
2. The my529 supplemental award: This award is granted if a student has met the minimum requirements to qualify for the scholarship and if they have contributed to a my529 account for which they are listed as the beneficiary each year during ages 14-16. The award provides a \$100 match per year for each \$100 the student contributed to their own UESP account for a maximum supplemental award of \$300.
3. The Supplemental Award: This award is granted to students who demonstrate an economic barrier to covering college costs as defined in R609B. The institutions at which the students attend are responsible for evaluating the students expected family contribution and state and federal aid they are receiving to determine if the student has remaining need to cover the basic college cost. The supplemental award shall not be used to exceed the recipient's remaining cost for tuition, fees, books, required course materials and housing after all other financial aid is considered. Students who qualify for this award can continue to receive funds subject to meeting eligibility requirements for up to 4 semesters.

Commissioner's Recommendation

The Commissioner recommends, pursuant to Utah Code Annotated 53B-8-108(8)(b), the Board approve the following amounts for the New Century and Regents' Scholarships for the college academic year 2019-2020:

For eligible students in the 2018 and prior graduating class cohorts:

- New Century Scholarship: \$1,250 per semester (100% of full amount)
- Regents' Base Award: \$1,000 one-time (100% of full amount)

- Regents' Exemplary Award: \$1,250 per semester (100% of full amount)
- Regents' my529 award up to \$400 one-time (100% of full amount)

For eligible students in the 2019 graduating class cohort:

- New Century Scholarship: \$1,250 per semester (100% of full amount)
- Regents' Scholarship Award: \$2,000 one-time
- Regents' my529 award up to \$300 one-time (100% of full amount)
- Regents' Supplemental Award: The Board will block-grant remaining funds to the institutions based on eligible student enrollment. The institution may then award the supplemental amount to each recipient not to exceed cost for tuition, fees, books, required course materials and housing. The institution shall determine the award amount based on state and federal aid the recipient is already receiving and the expected family contribution. The supplemental award shall not be used to exceed the recipient's remaining cost for tuition, fees, books, required course materials and housing after all other financial aid is considered.

David L. Buhler
Commissioner of Higher Education

DLB/CFB

March 20, 2019

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: UtahFutures Partnership Update

Issue

According to a recent statewide survey from the Office of the Commissioner of Higher Education, many Utah students and parents do not know where to go for the best information about postsecondary access and success. In an effort to streamline and simplify the state-level resources that guide Utah middle and high school students and adults as they make their decisions about college and career, the Office of the Commissioner of Higher Education is partnering with the Utah Education Telehealth Network, the Department of Workforce Services, and Talent Ready Utah to transition its outreach brand, publications, and digital efforts to UtahFutures. The brand StepUp to Higher Education will be transitioned to UtahFutures over the coming year, and web content will be migrated from StepUpUtah.com to UtahFutures.org.

Giving Utahns a single authority to go to for this information will simplify the Utah postsecondary guidance landscape, better focus the resources of the Commissioner's Office, and avoid duplication of efforts with other state-level entities.

Background

StepUp to Higher Education was a higher education awareness brand started with the College Access Challenge Grant, granted to the Commissioner's Office in 2011. In 2015, the Commissioner's Office and the Utah Higher Education Assistance Authority (UHEAA) co-branded their outreach efforts under StepUp to Higher Education. These include the following:

- Website: StepUpUtah.com
- Printed publications: Utah College Guide, Paying for College Guide, etc.
- Twitter, Facebook, Instagram, and YouTube accounts: @StepUpUtah
- E-Newsletter
- StepUp-branded outreach events, tabling, and presentations from the Commissioner's Office and UHEAA

After closely analyzing the scope and impact of these efforts, the Commissioner's Office decided that transitioning to the UtahFutures would better reach its intended audiences, who visit UtahFutures' online resources at four times the rate that they visit those of StepUp to Higher Education. For example, see the following comparison in usage between StepUpUtah.com and UtahFutures.org and their associated counselor/educator-facing resources:

FY2018	General website		Counselor/educator-facing resource	
		StepUpUtah.com	UtahFutures.org	StepUpUtah.com/for-educators
Pageviews	795,842	4,788,984	6,086	23,239

This partnership also provides opportunities to better utilize personnel and resources across several state agencies by taking a collaborative approach to outreach events, printed materials and swag, digital media, marketing and communications, and other efficiencies.

Policy Issues

There are no policy issues associated with this item.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/MH/JH

March 20, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Continued Discussion and Input on Goals and Membership of Proposed Regent Transfer Council

Issue

The Regents have prioritized transfer and articulation as one of the areas where improvement could directly impact student completion. The Regents now need to identify the most effective ways of improving transfer for students within the Utah System of Higher Education (USHE).

Background

At their most recent meeting on March 4, 2019, the Academic and Student Affairs Committee (ASAC) of the State Board of Regents discussed various activities that could lead to improved student transfer. There was support for forming a Regents' Transfer Council (RTC), which would be responsible for: (1) oversight and direction on key activities, and (2) serving as a body that can consider transfer credit appeals of institutions or for students who complete the institutional appeals process but are unhappy with the credit determination.

Discussion of the purpose, authority, membership and priorities of the proposed Regents' Transfer Council will provide direction for formulating an action item for the Regents to consider in a subsequent meeting (ideally, May 2019). Provided for discussion are two documents entitled "Initial Transfer and Articulation Recommendations," and "Discussion: Formulation of the Regents' Transfer Council (RTC)."

Commissioner's Recommendation

The Commissioner recommends a thorough discussion to help shape Regent policy drafts regarding transfer and articulation that can be considered at future Regent meetings.

David L. Buhler
Commissioner of Higher Education

DLB/EJH

Board of Regents Academic and Student Affairs Committee
Initial Transfer and Articulation Recommendations
March 29, 2019

Background

The Regents Timely Completion Working Group completed campus visits that included in-depth conversations with students in 2017. Subsequently, Regents implemented student conversations over lunch at regular Board meetings. One of the key issues raised by students was the transfer of credits when transferring between Utah System of Higher Education (USHE) institutions. Having to repeat credits or complete additional credits leads to increased time to completion of a certificate or degree and increased expense and potential loss of financial aid eligibility for the student (in the form of tuition) and the state (in terms of post-secondary support).

Transfer and articulation of courses and programs across institutions is complex but critical for students. Generally, development of course and program curriculum begins at the “grass roots” level of departmental faculty, responding to local student and community interests. There are, however, some parameters that must be set for curriculum development and for course and program articulation that can contribute significantly to more seamless transfer and timely completion of certificates and degrees for students who transfer between institutions.

The Academic and Student Affairs Committee recommends the State Board of Regents affirms the following recommendations. Specific strategies are listed below each outcome. These recommendations represent the highest priorities for the most “payoff” in reaching better completion rates through better transfer.

- 1. Establish a Regents’ Transfer Council with the authority of the Board to establish guidelines and processes for improved articulation and transfer across institutions (See Utah Code 53B-1-103(3)(b),(h)(iii)), including the following:**
 - a) Require alignment between transfer pre-majors and major courses for the five largest transfer majors by Fall 2020 and for the next five largest by Fall 2021.**
 - Beginning with the majors that serve the largest numbers of students in general and transfer students in particular (Business, Psychology, Biology, Nursing, Elementary Education), establish a consistent set of courses system-wide for pre-majors.
 - Work with USHE institutions to reach full compliance for the identified majors by 2021.
 - Publish system-wide transfer pre-majors in a prominent place for easy student access (Transfer Guide and/or Utah Futures).

b) Implement a fully functional, student-facing USHE transfer guide in which all USHE institutions must participate by Fall 2021.

- Obtain costs and potential vendors through the RFP process (underway).
- Identify funds to cover costs.
- Implement and assess progress/compliance/student satisfaction with the product in Fall 2021.

c) Eliminate “hidden prerequisites” in program majors by Fall 2020.

- Require that published information regarding program majors describe all college-level courses required to complete the major and fully disclose the total number of credits required to complete the major.
- Assess institutional compliance with the requirement in Fall 2020.

d) By Fall 2020, require each USHE institution to provide to students information about: (1) how a transfer credit determination is made, and (2) how to appeal a disputed transfer credit determination.

2. Implement the State Student Identifier (SSID) to comply with law and improve data by Fall 2020.

- Direct the Commissioner to convene a working group of institutional representatives to implement the SSID at all USHE institutions.

3/18/19

Discussion: Formulation of the Regents' Transfer Council (RTC)

What:

The Regents' Transfer Council is a standing committee under the State Board of Regents that works to improve and advance post-secondary transfer for Utah students.

Purpose: The RTC focuses primarily on data-based identification of transfer bottlenecks and formulation of transfer policy and support for best, including such things as the alignment of courses and programs of study, identification of transfer pathways, and clear communication to students who are contemplating transfer or transferring. Regularly identify transfer data desired. Receive an annual report of transfer data and, based on the data, identify priorities/policy directions for smoothing transfer for the next year. Receive follow-up report on priorities regularly. Serve as the final level for transfer appeals from students or institutions.

Why:

When transfer of credit between Utah post-secondary institutions is facilitated and improved, students benefit because they:

- Take the most direct route to their post-secondary educational goal, without taking unnecessary credits or time.
- Spend less for tuition, fees and books.
- Incur less debt.
- Maximize their use of federal student grants and loans.
- More quickly enter the workforce at higher levels of pay than they would if they did not have a post-secondary credential.

Ultimately, the state spends less to support student completion of post-secondary education because the number of credits to certificate or degree is optimized.

Authority:

For transfer and articulation issues already addressed in policy, the RTC has final authority to act on behalf of the Board in accordance with that policy. New policy recommendations and changes to existing policy shall be forwarded from the RTC to the full Board for approval.

Who:

The RTC is coordinated by the division of Academic and Student Affairs and is composed of the following members:

Members, appointed by Regent Chair:

- Regents' Academic and Student Affairs Committee Chair, who serves as the Chair of the RTC
- Regent from the Finance and Facilities Committee appointed by the SBR Chair
- SBR Student Regent
- Representatives from the eight USHE institutions, recommended by institutional presidents (across these functionalities: Presidents, Chief Academic Officers, Chief Student Affairs Officers, or others at the Cabinet level) – appointed by Regent Chair
 - One of the two presidents of USHE two-year institutions
 - One four-year president (or designated CAO) of the four regional universities

- Chair, Utah Council of Faculty Senate Leaders
- Chair, General Education Task Force

Resource Members:

- Two representatives from the Transfer and Articulation Committee (one Registrar and one Transfer Advisor), selected by the Committee
- One representative from the administrative staff of the Utah State Board of Education, appointed by the State Superintendent
- One representative of the Utah System of Technical Colleges (UTech), appointed by the Commissioner of the USTC
- One representative from each of the private, not-for-profit institutions in Utah who elect to participate (BYU, Westminster, LDS Business College, Western Governors' University)

Immediate Priorities:

- *Hidden Prerequisites:* No later than Fall 2019, recommend policy to the Board to eliminate hidden prerequisites. Assess compliance initially in Fall 2020, with additional follow-up in Fall 2021.
- *SSID:* By December 2019, recommend policy to the Board to implement the State Student Identifier (SSID) to comply with law and improve data. Recommend to the Board the Commissioner be charged with establishing an SSID Implementation Team, with representatives from all institutions. Assess progress on implementation in Fall 2020.
- *Pre-major Alignment:* By Fall 2020, receive a report on alignment between transfer pre-majors and majors for the five largest transfer majors; provide guidance on next steps. Continue with next five largest transfer majors.
- *Pathways:* Receive an annual report on the work of the Pathways Working Group. Set priorities for the working group.
- *Transfer Guide:* Receive initial report on USHE Transfer Guide RFP; identify funding source; receive annual reports on the USHE Transfer Guide implementation and guide priorities.
- *Transfer Appeals:* Make a policy recommendation to: (1) require institutions to institute a transfer credit appeals process and make the process known to students, and (2) delineate a transfer appeals process at the Regent level for appeals that been denied after full consideration at the institution level (for students who choose to continue to appeal). Consider recommending an initial screening of transfer credit appeals by the USHE Ombudsperson, a regular report on the transfer credit appeals resolved by the Ombudsperson, and RTC consideration of transfer credit appeals not resolved by the Ombudsperson.

March 20, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Impact of Senate Bill 102 and Proposed Metrics

Issue

Senate Bill 102, *Higher Education Capital Facilities* (2019 General Session) substantially alters funding for USHE capital facilities by providing \$36,500,000 in FY 2020-21 and \$73,000,000 each year thereafter for the Board of Regents to distribute by formula. Metrics and weights for the formula as required by the bill are proposed for Regent review and discussion ahead of formal policy development and approval.

Background

Senate Bill 102 creates two processes for funding USHE capital development needs. The first process sets aside \$73,000,000 each year (after the initial two-year phase-in period) for USHE capital projects and requires the Board of Regents to determine how to allocate those funds based on six statutory factors:

1. Enrollment
2. Total performance across the metrics described in Utah Code 53B-7-706
3. Projected growth in student population
4. Existing square feet per student full-time equivalent
5. Facility age and condition
6. Utilization of academic space including off-campus facilities

The legislation requires the Regents to establish a process for allocation based on the six factors before August 1, 2019. Specifically, the Regents must determine how to measure USHE institutional fulfillment of the six factors and the relative weight for each factor. The Commissioner's Office has created an initial proposal that has been shared with the institutions and is attached for initial comments and discussion by the Board. In order to provide guidance to the USHE institutions for the upcoming capital development cycle, the Commissioner's Office will use Board comments and feedback from the Regent Capital Committee to develop policies documenting the process for action in the May or July Board meeting.

The second process created by the legislation allows the Board of Regents to submit between one to three additional capital development projects to the state legislature for funding each year. This process allows the Board to prioritize requested projects in a similar way as prior years and provides additional flexibility to the institutions with smaller funding allocations. The Commissioner's Office intends to update the current

Capital Development Prioritization (CDP) process to meet the requirements the legislation. Additional information on this updated process will be provided in the May Board of Regent meeting.

The following attachments are provided for Board information and discussion:

- An Issue Brief describing the new processes in Senate Bill 102
- An Issue Brief describing the proposed funding formula with associated metrics and weights
- A handout of the slides from the Commissioner's Office presentation

The Commissioner's staff will be available to answer Board members' questions about the legislation as well as any of the proposed metrics and weights.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

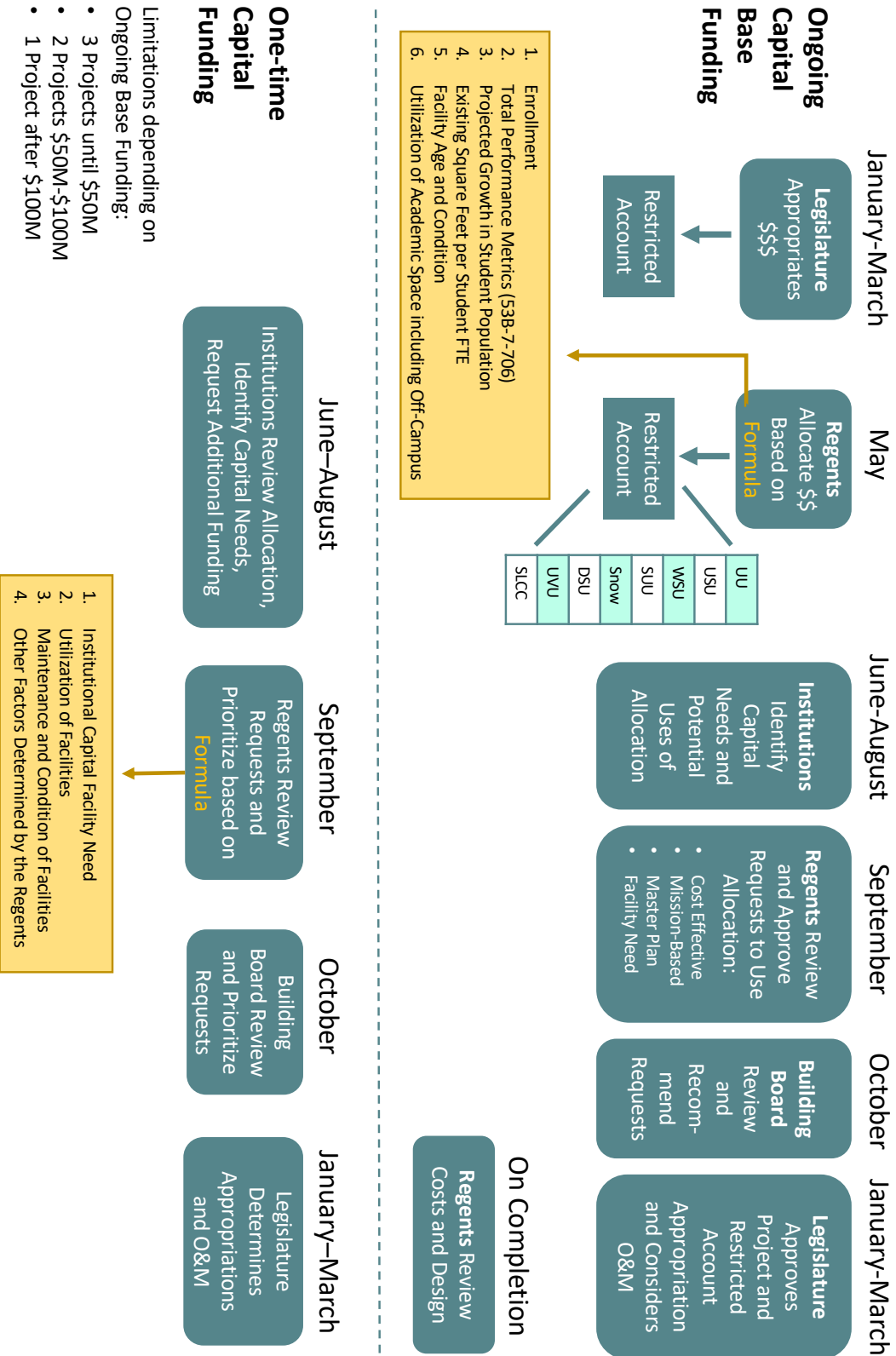
DLB/KLH/RPA
Attachments

Senate Bill 102, *Higher Education Capital Facilities*

Comparison with Current Capital Prioritization Process

Process	Current Regent Practice	Senate Bill 102 Change	Line
Facility Funding	Funds are available on a year-to-year basis as determined by economic conditions and legislative priority	- Appropriation of \$73,000,000 ongoing to the USHE Capital Project Fund - Backs out some money one-time for two years	808-860
Regent Allocation	None	- Regents determine metrics and weights to allocate funds based on legislative criteria: + enrollment + total performance + projected growth in student population + square feet per student FTE + age and condition of facilities + utilization of academic space - Regents annually allocate funds to institutions	281-301
Institution Presentations	- Institutions present projects for Regent prioritization	- Institutions present projects to use allocation - Regents determine if a project: + is cost effective and efficient use of resources + is consistent with the institution mission + is consistent with the institution master plan + fulfills a critical institutional facility need	307-313
Regent Prioritization	- Regents rank based on criteria: + need + facility condition + donations + Regent criteria	- Regents rank additional projects based on criteria: + need + facility condition + utilization + Regent criteria	330-353
Submission of Prioritized Projects	Regents submit all projects to Governor, Building Board, and Legislature	Regents submit between 1 to 3 projects to Governor, Building Board, and Legislature depending on allocated funding levels	314-329
Facility Design	No "phase" funding: only funded projects are designed	Allocated funds may be used for design	546-562
Bonding	Capital funds are not used for debt service	Allocated funds may be used to pay debt service on legislatively approved bonds (2/3 rd vote)	272-276
Operation Maintenance Funding	Legislature may appropriate an ongoing amount when a project is approved	Legislature may appropriate an ongoing amount when a project is approved	354-357
Legislative Process	- Legislature prioritizes projects - Legislature funds projects	- Legislature approves Regent recommendations for project construction using allocated funds - Legislature prioritizes additional projects - Legislature funds additional projects	305-306
Project Follow-up	No current process, although Regents may create one	Regents review each project at completion including the final cost and design	358-360

SB 102 - Utah System of Higher Education - Capital Funding Model



Senate Bill 102 Funding Formula for USHE Capital Development

The proposed legislation appropriates \$73 million of ongoing state funds to a dedicated restricted account for the Utah System of Higher Education (USHE) and gives the Board of Regents the authority to allocate funds to individual institutions based on six general statutory factors:

- Enrollment
- Total Performance Across the Metrics Described in Utah Code 53B-7-706
- Projected Growth in Student Population
- Existing Square Feet per Student FTE
- Facility Age and Condition
- Utilization of Academic Space including Off-Campus Facilities

The legislation phases in the funding with \$36,500,000 available in 2020-2021 and \$73,000,000 available each year thereafter. The legislation envisions a final funding level of \$100,000,000 ongoing and contains a provision that could adjust the final funding level based on inflation as measured by the Consumer Price Index. The bill authorizes the Board of Regents to determine how to measure each of the six factors and assign weights to the factors through adoption of a policy by August 1, 2019.

This Brief proposes measures and weights in preparation for a Regent policy. The Board of Regents will determine the final funding formula, measures, and weights. The proposal provided in this Brief is intended to be a starting point in the continued conversation with the Board and USHE institutions. The table below shows how the \$73,000,000 appropriation would be divided among the eight USHE institutions based on the proposed measures contained in this Brief. Note that the allocation will change annually as institutional performance in the six factors changes. The subsequent sections of this Brief detail the specific data, methodology, and allocations for each proposed measure.

Point Categories	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Wt
Enrollment	5.33	4.41	3.12	1.30	0.78	1.32	4.65	4.08	25
Performance Metrics	1.22	0.96	1.00	2.12	0.72	0.29	1.74	1.95	10
Student Growth	3.15	2.23	4.07	1.37	0.73	1.94	7.58	3.93	25
Square Feet per FTE	1.23	1.21	0.76	2.00	0.28	1.40	2.07	1.06	10
Age and Condition	10.78	7.35	1.22	2.30	0.53	0.86	0.94	1.04	25
Utilization	0.00	0.00	0.00	2.97	0.00	0.00	2.03	0.00	5
Funding Points	21.72	16.15	10.16	12.05	3.04	5.81	19.01	12.07	
\$73,000,000	\$15,854,000	\$11,786,000	\$7,415,000	\$8,797,000	\$2,218,000	\$4,241,000	\$13,881,000	\$8,809,000	

1. Enrollment Measure

Data: Table 4, *Headcount (End of Term) Budget Related Only Enrollment History* in the USHE DataBook (Tab C).

Methodology: Budget related headcounts only (excluding self-support headcounts). The five most recent years of headcount history (resident and non-resident totals) are averaged.

Point Allocation: Points are awarded proportionate to each institution's five-year average student headcount.

Proposed Weight: 25 points

	UU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	USHE Total
2014 (13-14)	31,128	25,329	18,496	6,507	4,212	7,569	25,080	25,064	143,385
2015 (14-15)	31,174	26,459	18,271	7,185	4,525	7,511	26,649	24,499	146,273
2016 (15-16)	31,310	26,184	18,375	8,162	4,815	7,729	27,560	24,005	148,140
2017 (16-17)	32,014	26,084	18,806	7,963	4,883	8,150	28,694	23,782	150,376
2018 (17-18)	32,157	26,375	18,333	8,584	4,716	8,100	29,645	23,347	151,257
5 yr Average	31,557	26,086	18,456	7,680	4,630	7,812	27,526	24,139	147,886
Points	5.33	4.41	3.12	1.30	0.78	1.32	4.65	4.08	25.00

2. Performance Measure

Data: Performance funding detail by institution from the Performance Funding Model and Allocations (adopted in the May Board of Regents meeting).

Methodology: Same calculations as the performance funding model: the percent change in the current year from the previous five-year average in each of the five metrics: completion, Pell-eligible, market demand, awards per FTE, and research (for the two research institutions). The weighted performance is the sum-product of the five metrics with their associated weights.

Point Allocation: Points are awarded proportionate to each institution's weighted performance.

Proposed Weight: 10 points

2018-19 Model	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Rsrch Wt.	NonR Wt.
%Δ Completion	3.2%	8.9%	5.1%	19.3%	28.9%	7.8%	17.0%	2.6%	15%	15%
%Δ Pell-Eligible	150.5%	82.3%	94.9%	149.5%	59.5%	40.3%	134.4%	107.5%	10%	10%
%Δ Market Demand	5.1%	8.1%	11.4%	17.5%	-14.1%	14.0%	25.2%	17.1%	25%	25%
%Δ Awards per FTE	3.2%	6.3%	4.1%	19.7%	8.2%	-8.5%	8.2%	28.4%	40%	50%
%Δ Research	4.2%	3.9%							10%	
Wtd. Performance	0.18	0.14	0.15	0.32	0.11	0.04	0.26	0.30		
Points	1.22	0.96	1.00	2.12	0.72	0.29	1.74	1.95		

3. Projected Student Growth Measure

Data: 1. 18-24 year-old population projections for 2016 and 2026 from the Kem C. Gardner County Population Projections: <http://gardner.utah.edu/demographics/population-projections/> 2. Table 8, *Fall Semester (End of Term) Total Headcount Enrollment by County of Origin* in the USHE Data Book (Tab C). It is anticipated that we will work with Gardner to receive annual population projects by county.

Methodology: Allocate points based on which USHE institutions will accommodate the projected 10-year growth in 18-24 year-old Utahns (the college-age population). First, calculate the projected number of new 2026 students in each county by subtracting the current (2016) 18-24 year-old population from the projected 10-year (2026) 18-24 year-old population in each county (Gardner data). Second, determine the percentage of students from a particular county that each USHE institution accommodates by taking the ratio of the number of students attending a particular institution by the total number of students from the county attending all USHE institutions (Databook Table 8). Third, multiply the institutional ratios by the number of projected students from each county and sum across all counties.

Point Allocation: Points are awarded proportionate to the total number of 18-24 year-old students each institution is projected to accommodate in 2026.

Proposed Weight: 25 points

10 year College Age County Population Change by Institutional Service Region										Fall Semester 2018 (End of Term) Total Headcount Enrollment By County of Origin										Kem Gardner County Population Projections			
Student County of Origin	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC		Student County of Origin	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Total	County	2018 School 18-24 age Population	2028 School 18-24 age Population	10-yr Δ
Beaver	2	8	3	37	17	6	5	1	78	Beaver	7	32	11	147	67	24	20	3	311	Beaver	542	620	78
Box Elder	40	397	357	62	49	47	64	30	1,046	Box Elder	61	611	549	95	76	73	99	46	1,610	Box Elder	4,084	5,130	1,046
Cache	274	2,065	437	109	87	97	148	87	3,304	Cache	324	2,442	517	129	103	115	175	103	3,908	Cache	23,073	26,377	3,304
Carbon	30	347	17	27	4	16	35	5	481	Carbon	48	555	27	43	7	25	56	8	769	Carbon	1,826	2,307	481
Daggett	-	5	3	3	7	4	5	1	27	Daggett	-	5	3	3	8	4	5	1	29	Daggett	76	103	27
Davis	919	458	5,084	178	86	109	551	722	8,107	Davis	2,178	1,085	12,043	421	204	259	1,305	1,711	19,206	Davis	29,192	37,299	8,107
Duchesne	24	256	41	88	28	40	97	14	589	Duchesne	19	200	32	69	22	31	76	11	460	Duchesne	1,460	2,049	589
Emery	4	146	7	32	19	7	12	3	228	Emery	9	353	16	77	47	16	29	7	554	Emery	765	994	228
Garfield	3	3	2	30	24	10	10	0	82	Garfield	7	8	5	77	61	25	25	1	209	Garfield	375	457	82
Grand	19	52	17	22	4	9	10	8	140	Grand	27	74	24	32	5	13	14	11	200	Grand	588	729	140
Iron	46	22	11	836	13	54	38	10	1,029	Iron	111	52	26	1,998	31	128	90	24	2,460	Iron	7,960	8,988	1,029
Juab	9	27	13	47	187	6	101	3	392	Juab	13	39	19	67	268	8	145	4	563	Juab	1,097	1,489	392
Kane	3	5	9	32	18	55	11	1	133	Kane	7	10	21	71	39	122	24	2	296	Kane	510	643	133
Millard	-	-	-	-	-	-	-	-	-	Millard	18	42	27	115	261	69	110	16	658	Millard	1,064	1,159	-
Morgan	18	30	258	11	7	13	37	8	382	Morgan	29	47	405	17	11	20	58	12	599	Morgan	1,071	1,453	382
Piute	0	0	-	3	8	1	1	0	13	Piute	1	2	-	16	44	7	6	1	77	Piute	128	141	13
Rich	1	23	6	4	10	1	16	1	63	Rich	2	37	10	7	16	2	27	2	103	Rich	162	225	63
Salt Lake	4,782	511	585	403	283	246	1,804	8,393	17,008	Salt Lake	13,860	1,482	1,697	1,169	820	714	5,228	24,328	49,298	Salt Lake	93,153	110,161	17,008
San Juan	7	81	8	26	7	5	9	2	145	San Juan	22	254	26	81	22	15	27	7	454	San Juan	1,371	1,515	145
Sanpete	5	11	7	17	114	4	14	2	174	Sanpete	51	109	69	162	1,079	34	137	15	1,656	Sanpete	5,653	5,827	174
Sevier	4	12	6	44	189	22	32	4	313	Sevier	15	46	24	165	712	83	121	16	1,182	Sevier	1,627	1,940	313
Summit	24	2	4	2	1	1	22	11	68	Summit	659	64	123	69	39	29	616	296	1,895	Summit	2,973	3,041	68
Tooele	217	339	186	172	131	136	172	633	1,986	Tooele	230	360	198	183	139	145	183	672	2,110	Tooele	5,707	7,693	1,986
Uintah	63	472	76	116	84	61	247	41	1,160	Uintah	31	231	37	57	41	30	121	20	568	Uintah	2,488	3,648	1,160
Utah	1,647	591	395	785	495	339	16,399	816	21,467	Utah	2,422	869	581	1,154	728	498	24,117	1,200	31,569	Utah	94,368	115,834	21,467
Wasatch	276	43	24	66	62	27	894	50	1,442	Wasatch	350	55	30	84	79	34	1,133	63	1,828	Wasatch	2,458	3,900	1,442
Washington	129	121	68	585	47	4,051	387	54	5,442	Washington	170	160	90	772	62	5,348	511	71	7,184	Washington	14,881	20,323	5,442
Wayne	1	2	1	5	15	2	2	1	30	Wayne	4	10	5	21	61	7	9	4	121	Wayne	202	232	30
Weber	280	202	3,755	93	48	58	109	114	4,660	Weber	637	460	8,534	211	108	131	248	260	10,589	Weber	21,833	26,492	4,660
Total	8,828	6,232	11,381	3,835	2,043	5,425	21,232	11,014	69,990	In-state, by County	21,312	9,694	25,149	7,512	5,160	8,009	34,715	28,915	140,466	Total	320,686	390,771	69,990

Fall 2018 County Enrollment	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Total
2028 Projected Students	8,828	6,232	11,381	3,835	2,043	5,425	21,232	11,014	69,990
Points	3.15	2.23	4.07	1.37	0.73	1.94	7.58	3.93	25.00

Additional Information: This measure is anticipated to be fairly stable across time. Institutions may gain additional points by attracting Utah students, especially from those regions with the highest projected student population growth. The following table shows calculations for the last three years using the above methodology:

	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Total
2018 Students	8,828	6,232	11,381	3,835	2,043	5,425	21,232	11,014	69,990
Points 2019	3.15	2.23	4.07	1.37	0.73	1.94	7.58	3.93	25.00
2017 Students	9,617	7,127	11,988	3,817	2,288	5,674	22,612	11,924	75,046
Points 2018	3.20	2.37	3.99	1.27	0.76	1.89	7.53	3.97	25.00
2016 Students	10,223	8,222	11,842	3,922	2,237	5,770	22,900	12,526	77,643
Points 2017	3.29	2.65	3.81	1.26	0.72	1.86	7.37	4.03	25.00

4. Square Feet per Student FTE Measure

Data: 1. Table 2, *FTE (End of Term) Budget Related and Self-Support Enrollment History* in the USHE DataBook (Tab C) adjusted for online FTE and Concurrent Enrollment FTE. 2. Academic square feet for classrooms (100), teaching labs (200), and study/library space (400) from the Fall space inventory in the USHE DataBook (Tab L) plus square feet under construction (“pipeline” projects from CDP forms).

Methodology: Institutional square feet per FTE are calculated for each of the three academic space categories (classrooms, teaching labs, and study/library) by dividing the current institutional space inventory (including pipeline projects) by the number of full-time students adjusted to subtract out online and concurrent enrollment FTE. The three space categories are weighted to distribute the assigned points.

Point Allocation: Points are awarded proportionate to the institutional square feet per FTE calculations relative to the institution with the most square feet per FTE in each of the three space categories. The institution with the most square feet per FTE in a particular space category does not receive points for that category.

Proposed Weight: 10 points

Space Use	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Wt.
2017 Fall 3rd Week Enrollment FTE	28,188	22,813	17,221	7,761	4,097	7,398	25,198	16,297	
Online FTE	3,456	3,297	3,395	1,142	267	864	3,558	3,216	
Concurrent Enrollment FTE		1,007	3,476		612	510	3,379	2,238	
Adjusted 2017 End-of-Term FTE	24,732	18,509	10,349	6,619	3,218	6,024	18,260	10,843	
Classroom (100) Inventory + Pipeline	408,095	327,848	222,857	78,392	74,191	102,975	222,312	231,057	
Classroom ASF/FTE	16.5	17.7	21.5	11.8	23.1	17.1	12.2	21.3	
Points	0.61	0.49	0.14	1.04	-	0.55	1.01	0.16	40%
Teaching Lab (200) Inventory/Pipeline	408,232	457,235	297,568	130,911	182,755	100,956	444,504	445,294	
Teaching Lab ASF/FTE	16.5	24.7	28.8	19.8	56.8	16.8	24.3	41.1	
Points	0.62	0.50	0.43	0.57	-	0.62	0.50	0.24	35%
Study/Library (400) Inventory/Pipeline	352,418	206,375	120,543	57,521	32,957	65,828	112,543	52,482	
Study/Library ASF/FTE	14.2	11.2	11.6	8.7	10.2	10.9	6.2	4.8	
Points	-	0.21	0.18	0.39	0.28	0.23	0.56	0.65	25%
Total Points	1.23	1.21	0.76	2.00	0.28	1.40	2.07	1.06	

5. Facility Age and Condition Measure

Data: 1. Square feet, replacement value, constructed year, and auxiliary square feet from annual Utah Division of Risk Management reports of USHE institution-provided insured property information. 2. Facility condition assessments (FCA) made by the State Building Board or an institutional facility management system.

Methodology: 1. Calculate a deficiency ratio of pre-1989, non-auxiliary buildings over \$3.5 million by dividing the total institutional facility deficiency cost by the replacement value of those assets from FCA data. 2. Calculate the average non-auxiliary age of institutional facilities from the Risk Management data. 3. Calculate an Age and Condition Score by multiplying the deficiency ratio by the average non-auxiliary age and the total non-auxiliary square feet.

Point Allocation: Points are awarded proportionate to the total age and condition score for each institution.

Proposed Weight: 25 points

Additional Information: The data behind these calculations will need to be validated by USHE institutions. Particular attention will need to be made in the future to ensure Risk Management has the most current building information including percent auxiliary use, construction year, square feet, and replacement value. Focus will also need to be made by institutions to either implement a best-practice facility-management system tracking facility needs and deficiencies or working closely with the State Building Board facilities condition assessment contractor.

	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC
Replacement Value	\$734,431,346	\$374,332,503	\$185,701,522	\$95,933,555	\$82,425,022	\$12,408,267	\$86,545,557	\$166,900,395
Facility Deficiency	\$119,393,666	\$69,526,567	\$20,823,107	\$24,116,437	\$7,677,413	\$2,343,991	\$7,355,205	\$11,704,264
Deficiency to Value Ratio	16.3%	18.6%	11.2%	25.1%	9.3%	18.9%	8.5%	7.0%
x Non-Auxiliary Sq. Feet	9,793,333	6,047,014	2,120,000	1,381,431	961,028	1,090,505	2,604,278	2,220,801
x Average Non-Aux. Age	37	35	28	36	32	22	23	36
Age and Condition Score	58,309,289	39,744,525	6,582,218	12,438,496	2,872,470	4,630,331	5,062,402	5,631,425
Points	10.78	7.35	1.22	2.30	0.53	0.86	0.94	1.04

6. Utilization Measure

Data: Annual USHE Space Utilization Reports (due in December and presented in the January Regent meeting).

Methodology: Multiply the classroom Room Utilization Rate (RUR) by the Seat Occupancy Rate (SOR) for each USHE institution. The USHE standard for classroom utilization is 22.5 (33.75 hours per week RUR x 66.7% SOR).

Point Allocation: Points are awarded proportionate to the percent each institution achieves above the USHE standard for classroom utilization. Institutions not meeting the standard do not receive any points.

Proposed Weight: 5 points

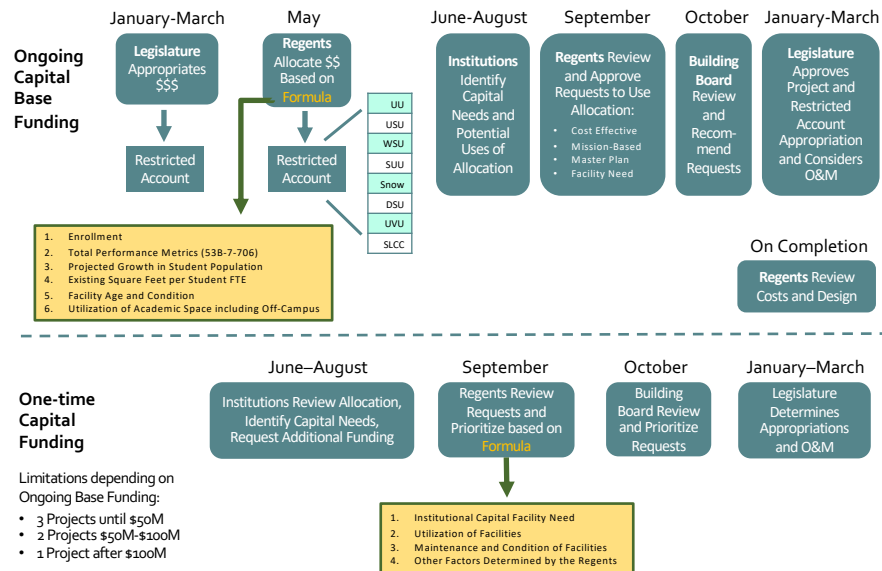
Additional Information: This measure is weighted low for the initial year to allow institutions the opportunity to implement utilization strategies for their facilities and achieve the USHE standards. It is anticipated that over time weight would shift from the Facility Age and Condition measure to utilization. Laboratory utilization may also be included in future measures.

2017-2018 Utilization	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Wt.
Classroom Utilization	13.9	10.9	16.0	28.4	14.2	16.4	26.5	19.0	
USHE Standard	22.5	22.5	22.5	22.5	22.5	22.5	22.5	22.5	
% Above/below Standard	(38.4%)	(51.8%)	(29.1%)	26.2%	(36.8%)	(27.2%)	17.9%	(15.7%)	
Points	-	-	-	2.97	-	-	2.03	-	

S.B. 102, Higher Education Capital Facilities Funding Model

Utah State Board of Regents
March 29, 2019

SB 102 - Utah System of Higher Education - Capital Funding Model





Regent Responsibilities Under SB 102

Process	Current Regent Practice	Senate Bill 102 Change	Line
Regent Capital Process	Regents rank based on criteria: need, facility condition, donations , Regent criteria	<ul style="list-style-type: none"> Regents determine metrics and weights for formula Determine projects to move forward for allocated funds Rank alternative projects based on criteria: need, facility condition, utilization, Regent criteria 	307-313 330-353
Institution Presentations	Institutions present projects for Regent prioritization	<ul style="list-style-type: none"> Institutions present projects to use allocation and for alternative funding Regents determine if an allocated funds project: <ol style="list-style-type: none"> is cost effective and efficient use of resources is consistent with the institution mission is consistent with the institution master plan fulfills a critical institutional facility need 	307-313
Submission of Projects	Regents submit all projects to Gov., Building Bd., and Legislature	<ul style="list-style-type: none"> Regents compile a list of approved projects Regents prioritize between 1 to 3 projects for alt. funding 	314-329
Project Follow-up	No current process	Regents review projects at completion for cost and design	358



Alternative Capital Funding Process

- Limits Prioritization Based on Formula Funding
 - 3 projects if less than \$50 million -> (FY2020)
 - 2 projects if between \$50 million and \$100 million -> FY2021
 - 1 project if \$100 million or more -> FY 2022 and beyond
- Update of Current Regent CDP Process
 - Capital facility need
 - Utilization of facilities
 - Maintenance and condition of facilities
 - Additional factors to be determined by the Board



SB102 Additional Elements

- Allows using allocated funds for Design (lines 546-562)
 - Removes “phase” funding prohibition
- Allows using allocated funds for Debt Service (lines 272-276)
 - General Obligation bonds approved by legislature by 2/3rds vote
- O&M requests at time of legislative authorization (lines 354-357)



Fiscal Note

Ongoing Revenue	FY 2020	FY 2021	FY 2022
Higher Education Capital Projects	\$0	\$36,500,000	\$73,000,000
Technical Colleges Capital Projects	\$0	\$7,000,000	\$14,000,000
Total Ongoing Revenues	\$0	\$43,500,000	\$87,000,000
USHE Legislative Project Requests	3	3	2



Statutory Funding Formula Factors

1. Enrollment	Students
2. Performance Metrics*	
3. Student Growth	
4. Square Feet per FTE	Facilities
5. Age and Condition	
6. Utilization*	

*Performance Factors

- Regents are asked to consider metric and weight of each factor
- Additional considerations:
 - Fixed weights for two or more years to allow planning
 - Initial lower Performance Factor weights with future increases



1. Enrollment

25 Points

- 5-year Average of Budget Related End-of-Term Headcount

	UU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	USHE Total
2014 (13-14)	31,128	25,329	18,496	6,507	4,212	7,569	25,080	25,064	143,385
2015 (14-15)	31,174	26,459	18,271	7,185	4,525	7,511	26,649	24,499	146,273
2016 (15-16)	31,310	26,184	18,375	8,162	4,815	7,729	27,560	24,005	148,140
2017 (16-17)	32,014	26,084	18,806	7,963	4,883	8,150	28,694	23,782	150,376
2018 (17-18)	32,157	26,375	18,333	8,584	4,716	8,100	29,645	23,347	151,257
5 yr Average	31,557	26,086	18,456	7,680	4,630	7,812	27,526	24,139	147,886
Points	5.33	4.41	3.12	1.30	0.78	1.32	4.65	4.08	25.00



2. Performance

10 Points

- Performance Funding Model Allocation (May SBR)

Research Universities						
	Completion	Underserved Students	Market Demand	Research	Awards per FTE	Total
<i>Weighting</i>	15%	10%	25%	10%	40%	100%
University of Utah						
Available Allocation (29.31%)	\$1,175,820	\$ 783,880	\$1,959,700	\$ 783,880	\$3,135,520	\$7,838,800
1% Progress Measure (increase/decrease)	3.16%	150.46%	5.15%	4.22%	3.17%	
Actual Award within Available Allocation	\$1,175,820	\$ 783,880	\$1,959,700	\$ 783,880	\$3,135,520	\$7,838,800
Percent (%) Funded	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Balance	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$
Utah State University						
Available Allocation (20.27%)	\$ 812,745	\$ 541,830	\$1,354,575	\$ 541,830	\$2,167,320	\$5,418,300
1% Progress Measure (increase/decrease)	8.93%	82.35%	8.06%	3.92%	6.29%	
Actual Award within Available Allocation	\$ 812,745	\$ 541,830	\$1,354,575	\$ 541,830	\$2,167,320	\$5,418,300
Percent (%) Funded	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Balance	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$



2. Performance

10 Points

	UU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Total	Rsrch Wt.	NonR Wt.
%Δ Completion	3.2%	8.9%	5.1%	19.3%	28.9%	7.8%	17.0%	2.6%		15%	15%
%Δ Pell-Eligible	150.5%	82.3%	94.9%	149.5%	59.5%	40.3%	134.4%	107.5%		10%	10%
%Δ Market Demand	5.1%	8.1%	11.4%	17.5%	-14.1%	14.0%	25.2%	17.1%		25%	25%
%Δ Awards per FTE	3.2%	6.3%	4.1%	19.7%	8.2%	-8.5%	8.2%	28.4%		40%	50%
%Δ Research	4.2%	3.9%								10%	
Wt. Performance	0.18	0.14	0.15	0.32	0.11	0.04	0.26	0.30	1.51		
Points	1.22	0.96	1.00	2.12	0.72	0.29	1.74	1.95	10.00		

Utah System of Higher Education

3. Projected Student Growth 25 Points

- Utah K-12 Pipeline to USHE
- How many 18-24 year-old Utah students will USHE need to accommodate in the next 10 years?
- Which institutions will accommodate that growth?

	UU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Total
2028 Projected Students	8,828	6,232	11,381	3,835	2,043	5,425	21,232	11,014	69,990
Points	3.15	2.23	4.07	1.37	0.73	1.94	7.58	3.93	25.00

Utah System of Higher Education

10 year College Age County Population Change by Institutional Service Region										Fall Semester 2018 (End of Term) Total Headcount Enrollment By County of Origin										Kem Gardner County Population Projections			
Student County of Origin	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC		Student County of Origin	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Total	County	2018 School 18-24 age Population	2028 School 18-24 age Population	10-yr Δ
Beaver	2	8	3	37	17	6	5	1	78	Beaver	7	32	11	147	67	24	20	3	311	BEAVER COUNTY	542	620	78
Box Elder	40	397	357	62	49	47	64	30	1,046	Box Elder	61	611	549	95	76	73	99	46	1,610	BOX ELDER COUNTY	4,084	5,130	1,046
Cache	274	2,065	437	109	87	97	148	87	3,304	Cache	324	2,442	517	129	103	115	175	103	3,908	CACHE COUNTY	23,073	26,377	3,304
Carbon	30	347	17	27	4	16	35	5	481	Carbon	48	555	27	43	7	25	56	8	769	CARBON COUNTY	1,826	2,307	481
Daggett	-	5	3	3	7	4	5	1	27	Daggett	-	5	3	3	8	4	5	1	29	DAGGETT COUNTY	76	103	27
Davis	919	458	5,084	178	86	109	551	722	8,107	Davis	2,178	1,085	12,043	421	204	259	1,305	1,711	19,206	DAVIS COUNTY	29,192	37,299	8,107
Duchesne	24	256	41	88	28	40	97	14	589	Duchesne	19	200	32	69	22	31	76	11	460	DUCHESNE COUNTY	1,460	2,049	589
Emery	4	146	7	32	19	7	12	3	228	Emery	9	353	16	77	47	16	29	7	554	EMERY COUNTY	765	994	228
Garfield	3	3	2	30	24	10	10	0	82	Garfield	7	8	5	77	61	25	25	1	209	GARFIELD COUNTY	375	457	82
Grand	19	52	17	22	4	9	10	8	140	Grand	27	74	24	32	5	13	14	11	200	GRAND COUNTY	588	729	140
Iron	46	22	11	836	13	54	38	10	1,029	Iron	111	52	26	1,998	31	128	90	24	2,460	IRON COUNTY	7,960	8,988	1,029
Juab	9	27	13	47	187	6	101	3	392	Juab	13	39	19	67	268	8	145	4	563	JUAB COUNTY	1,097	1,489	392
Kane	3	5	9	32	18	55	11	1	133	Kane	7	10	21	71	39	122	24	2	296	KANE COUNTY	510	643	133
Millard	-	-	-	-	-	-	-	-	-	Millard	18	42	27	115	261	69	110	16	658	MILLARD COUNTY	1,064	1,159	-
Morgan	18	30	258	11	7	13	37	8	382	Morgan	29	47	405	17	11	20	58	12	599	MORGAN COUNTY	1,071	1,453	382
Plute	0	0	-	3	8	1	1	0	13	Plute	1	2	-	16	44	7	6	1	77	PLUTE COUNTY	128	141	13
Rich	1	23	6	4	10	1	16	1	63	Rich	2	37	10	7	16	2	27	2	103	RICH COUNTY	162	225	63
Salt Lake	4,782	511	585	403	283	246	1,804	8,393	17,008	Salt Lake	13,860	1,482	1,697	1,169	820	714	5,228	24,328	49,298	SALT LAKE COUNTY	93,153	110,161	17,008
San Juan	7	81	8	26	7	5	9	2	145	San Juan	22	254	26	81	22	15	27	7	454	SAN JUAN COUNTY	1,371	1,515	145
Sanpete	5	11	7	17	114	4	14	2	174	Sanpete	51	109	69	162	1,079	34	137	15	1,656	SANPETE COUNTY	5,653	5,827	174
Sevier	4	12	6	44	189	22	32	4	313	Sevier	15	46	24	165	712	83	121	16	1,182	SEVIER COUNTY	1,627	1,940	313
Summit	24	2	4	2	1	1	22	11	68	Summit	659	64	123	69	39	29	616	296	1,895	SUMMIT COUNTY	2,973	3,041	68
Tooele	217	339	186	172	131	136	172	633	1,986	Tooele	230	360	198	183	139	145	183	672	2,110	TOOELE COUNTY	5,707	7,693	1,986
Uintah	63	472	76	116	84	61	247	41	1,160	Uintah	31	231	37	57	41	30	121	20	568	UINTAH COUNTY	2,488	3,648	1,160
Utah	1,647	591	395	785	495	339	16,399	816	21,467	Utah	2,422	869	581	1,154	728	498	24,117	1,200	31,569	UTAH COUNTY	94,368	115,834	21,467
Wasatch	276	43	24	66	62	27	894	50	1,442	Wasatch	350	55	30	84	79	34	1,133	63	1,828	WASATCH COUNTY	2,458	3,900	1,442
Washington	129	121	68	585	47	4,051	387	54	5,442	Washington	170	160	90	772	62	5,348	511	71	7,184	WASHINGTON COUN	14,881	20,323	5,442
Wayne	1	2	1	5	15	2	2	1	30	Wayne	4	10	5	21	61	7	9	4	121	WAYNE COUNTY	202	232	30
Weber	280	202	3,755	93	48	58	109	114	4,660	Weber	637	460	8,534	211	108	131	248	260	10,589	WEBER COUNTY	21,833	26,492	4,660
Total	8,828	6,232	11,381	3,835	2,043	5,425	21,232	11,014	69,990	In-state, by County	21,312	9,694	25,149	7,512	5,160	8,009	34,715	28,915	140,466	Total	320,686	390,771	69,990



4. Square Feet per FTE

10 Points

	UU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Weight
2017 Fall 3rd Week Enrollment FTE	28,188	22,813	17,221	7,761	4,097	7,398	25,198	16,297	
Online FTE	3,456	3,297	3,395	1,142	267	864	3,558	3,216	
Concurrent Enrollment FTE		1,007	3,476		612	510	3,379	2,238	
Adjusted 2017 End-of-Term FTE	24,732	18,509	10,349	6,619	3,218	6,024	18,260	10,843	
Classroom (100) Inventory + Pipeline	408,095	327,848	222,857	78,392	74,191	102,975	222,312	231,057	
Classroom ASF/FTE	16.5	17.7	21.5	11.8	23.1	17.1	12.2	21.3	
Points	0.61	0.49	0.14	1.04	-	0.55	1.01	0.16	40%
Teaching Lab (200) Inventory + Pipeline	408,232	457,235	297,568	130,911	182,755	100,956	444,504	445,294	
Teaching Lab ASF/FTE	16.5	24.7	28.8	19.8	56.8	16.8	24.3	41.1	
Points	0.62	0.50	0.43	0.57	-	0.62	0.50	0.24	35%
Study/Library (400) Inventory + Pipeline	352,418	206,375	120,543	57,521	32,957	65,828	112,543	52,482	
Study /Library ASF/FTE	14.2	11.2	11.6	8.7	10.2	10.9	6.2	4.8	
Points	-	0.21	0.18	0.39	0.28	0.23	0.56	0.65	25%
Total Points	1.23	1.21	0.76	2.00	0.28	1.40	2.07	1.06	



5. Facility Age and Condition

25 Points

(Facility Deficiencies / Replace Value) x Non-Aux Sq. Ft. x Avg. Age

- Risk Management Data and State Building Board FCA – need review

	UU	USU	WSU	SUU	Snow	DSU	UVU	SLCC
Replacement Value	\$734,431,346	\$374,332,503	\$185,701,522	\$95,933,555	\$82,425,022	\$12,408,267	\$86,545,557	\$166,900,395
Facility Deficiency	\$119,393,666	\$69,526,567	\$20,823,107	\$24,116,437	\$7,677,413	\$2,343,991	\$7,355,205	\$11,704,264
Deficiency to Value Ratio	16.3%	18.6%	11.2%	25.1%	9.3%	18.9%	8.5%	7.0%
x Non-Auxiliary Sq. Feet	9,793,333	6,047,014	2,120,000	1,381,431	961,028	1,090,505	2,604,278	2,220,801
x Average Non-Aux. Age	37	35	28	36	32	22	23	36
Age and Condition Score	58,309,289	39,744,525	6,582,218	12,438,496	2,872,470	4,630,331	5,062,402	5,631,425
Points	10.78	7.35	1.22	2.30	0.53	0.86	0.94	1.04



6. Utilization

5 Points

- Annual utilization reports -> Classroom Room Use*Seat Occupancy
- No points unless meet or exceed standard
- Low weight will change over time -> reduce Age and Condition

	UU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Wt
Classroom Utilization	13.9	10.9	16.0	28.4	14.2	16.4	26.5	19.0	
USHE Standard	22.5	22.5	22.5	22.5	22.5	22.5	22.5	22.5	
% Above/below Standard	(38.4%)	(51.8%)	(29.1%)	26.2%	(36.8%)	(27.2%)	17.9%	(15.7%)	
Points	-	-	-	2.97	-	-	2.03	-	5.00



Proposed Funding Formula

Point Categories	UU	USU	WSU	SUU	Snow	Dixie	UVU	SLCC	Wt
Enrollment	5.33	4.41	3.12	1.30	0.78	1.32	4.65	4.08	25
Performance Metrics	1.22	0.96	1.00	2.12	0.72	0.29	1.74	1.95	10
Student Growth	3.15	2.23	4.07	1.37	0.73	1.94	7.58	3.93	25
Square Feet per FTE	1.23	1.21	0.76	2.00	0.28	1.40	2.07	1.06	10
Age and Condition	10.78	7.35	1.22	2.30	0.53	0.86	0.94	1.04	25
Utilization	0.00	0.00	0.00	2.97	0.00	0.00	2.03	0.00	5
Funding Points	21.72	16.15	10.16	12.05	3.04	5.81	19.01	12.07	
\$73m Funding*	\$15,854,000	\$11,786,000	\$7,415,000	\$8,797,000	\$2,218,000	\$4,241,000	\$13,881,000	\$8,809,000	

* FY 2022 Funding (\$36,500,000 in FY 2021)



Next Steps

Regent Policies by August 1, 2019

1. Updated Capital Facilities Policy
2. Allocation Formula and Weighting
3. Process for Accessing Allocated Funds
4. Updated Prioritization Process

Additional Regent Considerations for Policy Change

- Campus Master Plan to include 5-year plans

March 20, 2019

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Salt Lake Community College – Campus Master Plan Amendment

Issue

Regent policy R706, *Capital Facilities Master Planning* requires the Board of Regents to review and approve institutional campus master plans every two years. Salt Lake Community College seeks approval of a revision to the institutional campus master plan, which was last approved on May 19, 2017.

Background

Salt Lake Community College requests the review and approval of a revision to the institutional campus master plan which was last approved in 2017. A letter from the College describing the updates to the master plan is attached along with a map. College officials will be present at the meeting and be available to respond to Board questions.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments



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

Subject 2019 Salt Lake Community College Campus' Master Plan Update

Dear Commissioner Buhler:

Salt Lake Community College looks forward to welcoming the Board of Regents to campus on March 29th. 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 March 29th meetings. Again, we look forward to your visit.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeffrey West", with a long horizontal line extending to the right.

Jeffrey West
VP of Finance and Administration, CFO

2019 Master Plan Update



Westpointe Campus ●●

● Airport Center

Library Square ●
Community Writing Center ●

South City Campus ●

Meadowbrook Campus ●

● West Valley Center

Taylorsville Redwood Campus ●

● Miller Campus



● Jordan Campus

Southeast Center ●

Herriman Campus ●



- Owned
- Leased
- Potential Site

March 20, 2019

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Snow College – Campus Master Plan Amendment

Issue

Regent policy R706, Capital Facilities Master Planning requires the Board of Regents to review and approve institutional campus master plans. Snow College seeks approval of a revision to the institutional campus master plan, which was last approved on July 20, 2018.

Background

Snow College requests the review and approval of a revision to the institutional master plan for the Richfield campus. A letter from the College describing the updates to the master plan is attached along with a map. Snow College officials will be present at the meeting and be available to respond to Board questions.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the proposed change to the Snow College Master Plan.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments



SNOW COLLEGE

OFFICE OF FINANCE AND ADMINISTRATIVE SERVICES

March 1, 2019

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

Commissioner Buhler:

Snow College would like to present to the Regents a proposed change to our 2016 Campus Master Plan during the Board of Regents meeting on March 29th, 2019 held at Salt Lake Community College.

The proposed change in the College's master plan is located on the Richfield campus. The College would like to amend its current Campus Master Plan to relocate the site for a potential future community development center (recreation/aquatic center) from its current location to the south west corner of the College's property. The proposed future community development center will be a community and College partnership and will benefit our Richfield campus students and our service area. During 2018, the College amended its Campus Master Plan to relocate future student housing from the southern border of campus to a more central part of campus property to better align with infrastructure currently in place. That amendment allows for more space on the southern border for the proposed future community development center. The south west corner is a better fit for the community development center with respect to size and need. Also, since the proposed facility would be used by the community, it makes sense to relocate it to the community border of campus as opposed to a central campus location.

Attached is a diagram of the proposed change.

We look forward to making this presentation to the Board of Regents.

Thank you,

Jake Dettinger

V.P. Finance & Administrative Services

Improve access to campus.

The Richfield campus is located on the west side of Richfield, adjacent to I-70, but is not readily accessible or visible from either downtown Richfield or I-70. Signage to heighten awareness of the College from I-70 and wayfinding to the campus from key points in the community should be provided.

Specific signage for the Sevier Valley Center should also be provided to guide visitors along optimal routes to access parking and the center for events. Signage at shared parking areas in the vicinity should also be provided for ease of access and parking.

Provide student fitness space on-campus.

The campus does not currently have any fitness areas available for the campus community. A small cardio space, a weight room, and a room for yoga, dance or group fitness should be provided on campus. Associated locker and changing rooms should also be provided.

Provide for event access and parking.

The Sevier Valley Center hosts a variety of events throughout the year. It is important that there is effective signage to guide visitors from I-70 and downtown to the campus and Sevier Valley Center. Adequate parking for events should also be provided on and near campus to accommodate the crowds of up to 4,200 people for large events.

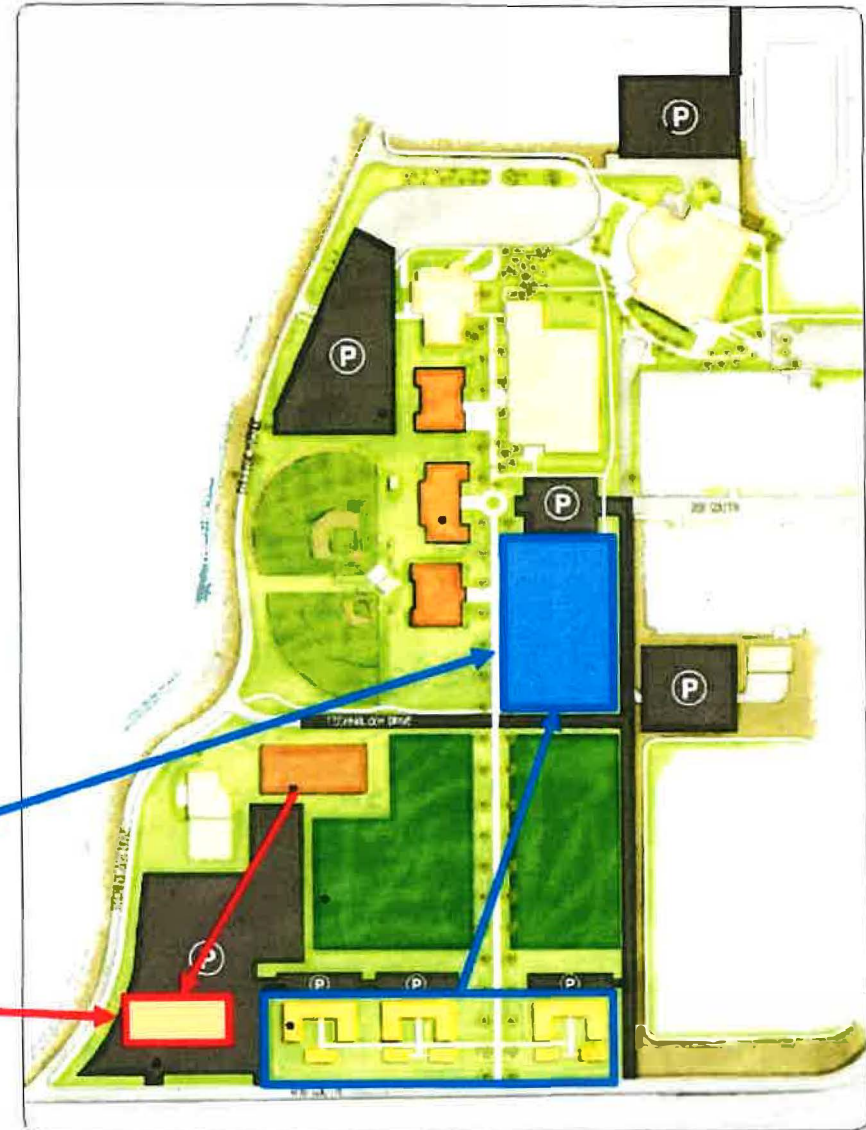
Previously amended new location for future student housing

Proposed new location for future Community Development Center

Legend

- existing building
- future building opportunity
- future housing opportunity
- future parking opportunity

Richfield



March 20, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Research Lab Remodel Non-State Funded Project

Issue

As required by Regent Policy R702, *Non-State Funded Projects*, the University of Utah requests Board authorization to proceed with a non-state funded project to remodel laboratories in the Biomedical Polymers Research Building for \$6,732,366.

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.

The Biomedical Polymers Research Building (BPRB) is located on the Health Sciences campus of the University of Utah. The facility was built in the early 1990s as a laboratory and research facility. In conjunction with the extensive medical school project, the University reviewed additional opportunities to enhance existing research facilities on the Health Sciences campus. Recent growth in Biochemistry research as well as faculty and staff recruitment in that area led the University to explore options to improve and economize existing space for greater efficiency and productivity in the BPRB. The University requests approval to remodel approximately 14,132 square feet on the first floor of the BPRB. The project is estimated to cost \$6,732,366 funded from University Health Sciences funds. No state funds will be used in the design and construction of the project.

The University's Board of Trustees approved this project in their February 12, 2019 meeting. Additional information about the project is provided in the attached letter and presentation from the University. Representatives from the University of Utah 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 the Biomedical Polymers Research Building laboratory remodel project to the Utah State Building Board for final approval.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

MEMORANDUM

Date: March 8, 2019
To: Utah State Board of Regents
From: Cathy Anderson, CFO 
Re: Biomedical Polymers Research Building Lab Remodel

The University of Utah requests approval to remodel labs in the Biomedical Polymers Research Building located in the Health Sciences portion of the University campus. The objective of the project is to facilitate the enhancement and consolidation of biochemical research at the University.

The proposed project will remodel 14,132 sq. ft. on level one of the building. The project is described in more detail in the attached.

The proposed total project budget is \$6,732,366 and will be funded by University Health Sciences funds. No state funds will be used for this project.

The project was approved by the University's Board of Trustees in their meeting on February 12, 2019. We request that this be presented to the Board of Regents for approval during the March 29, 2019 meeting.

Thanks, as always, for your consideration and support.



BIOPOLYMERS RESEARCH BUILDING (BPRB)

LAB REMODEL - LEVEL 1

BOARD OF REGENTS

3.29.19

PROJECT NEED AND BACKGROUND:

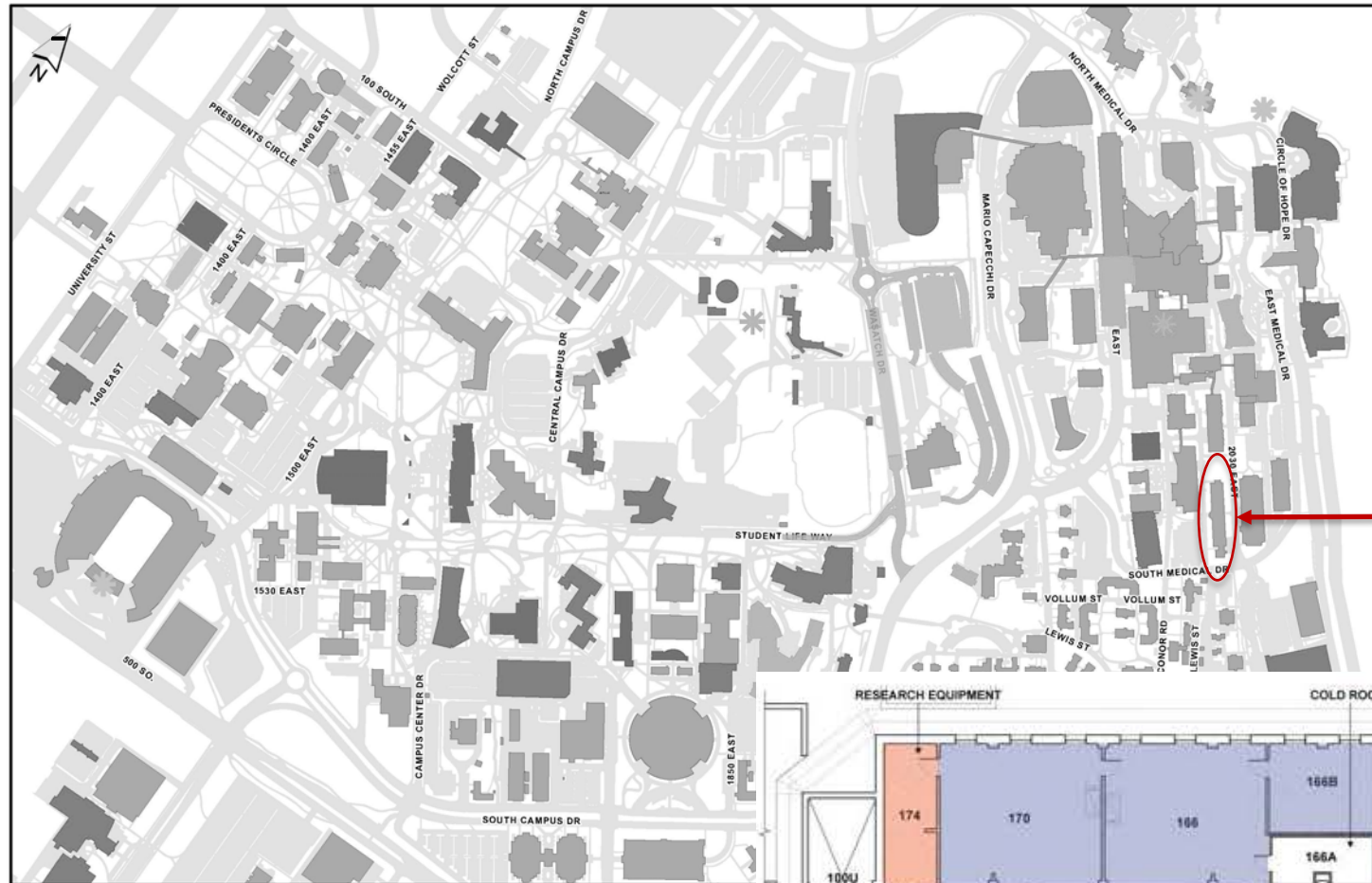
NEED

- *Additional wet lab space on the Health Sciences Campus to meet growing research space demand*

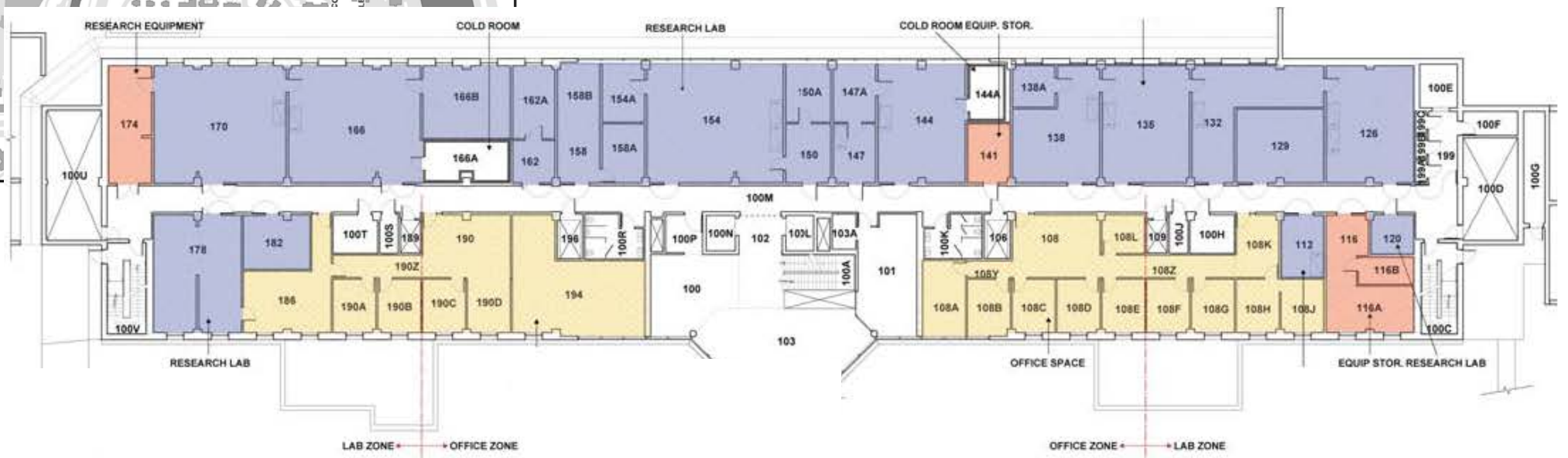
BACKGROUND

- *A multi-year strategy is underway to refresh existing lab stock for occupancy by researchers vacating Building 521 and to address research growth needs:*
 - *2014: BPRB Levels B, 3, 4 and a portion of 5 remodeled for Neurobiology and Anatomy.*
 - *2017: Wintrobe building labs remodeled for researchers housed in Building 521.*
 - *2018: Completed study of the remaining floors of BPRB to evaluate lab upgrades T levels 1, 2 and part of 5*
 - *2019: Growth in Biochemistry research and recruitment has warranted proceeding with the level 1 remodel.*

AREA OF PROPOSED WORK- BPRB LEVEL 1:



BIOPOLYMERS RESEARCH BUILDING

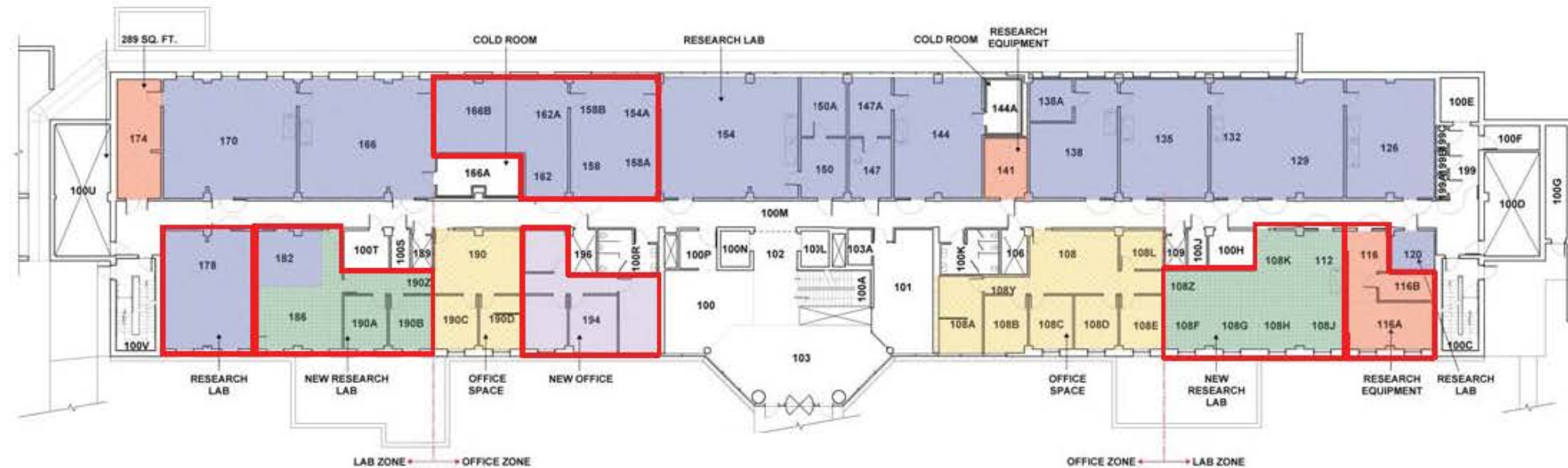


Existing Level 1 Floor Plan


PROPOSED SCOPE OF WORK – BPRB LEVEL 1:

Renovate approximately 14,132 sq. ft. on level 1:

- *New casework and fixtures at Labs*
- *Subdivided labs to be opened up allowing for better research flow.*
- *Portions of office suites to be converted to research space.*
- *Infrastructure upgrades to address chilled water needs, emergency power, data, and fire alarm*



Proposed Level 1 Floor Plan

 - Indicates area to receive more extensive remodel

SCHEDULE & BUDGET:

- **SCHEDULE**

- *Approvals:*
 - *Board of Trustees* 02/12/2019
 - *Board of Regents* 03/29/2019
 - *Building Board:* 04/03/2019
- *Design* 06/2019 – 10/2019
- *Permit/Bid:* 10/2019 – 11/2019
- *Construction* 12/2019 – 11/2020

- **BUDGET**

- *Construction* \$4,933,402
- *Soft Costs* \$1,798,964
- ***Total Project Cost*** **\$6,732,366**

March 20, 2019

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – 2019-2020 Performance Based Funding Model Modifications

Issue

The Board is asked to review and approve the proposed change to the Performance Based Funding Model to realign the Market Demand metric with the recently approved Board's Workforce metric, which measures the annual number of degrees and certificates awarded in high market-demand occupation-related programs using the DWS 4- and 5-Star designated job projections.

Background

The 2017 legislature adopted Senate Bill 117 which codified the five basic performance areas the Board would be required to monitor and measure for each institution. The Board was directed to develop a funding formula that could be used to allocate any new performance based resources appropriated by the legislature in the future related to performance outcomes. The five areas are shown below and defined in the agenda attachment.

- Completion
- Completion by underserved students
- Institutional efficiency
- Research Expenditures
- Responsiveness to workforce needs

Utah code 53B-7-706, established by Senate Bill 117 defines that the responsiveness to workforce needs performance area should be "measured by degrees and certificates awarded in high demand fields." Originally, the Board adopted a metric that looked at completions that tied directly to the DWS 5-Star job occupations.

After lengthy discussions with USHE institutions and a review of the associated data, it has been determined that the current metric as defined, has a negative impact on the ability of Community Colleges and colleges that offer two-year associate's degrees to receive full funding in this performance category.

The DWS 5-Star jobs generally require a bachelor's degree or higher and as a result, eliminate the ability of community colleges to participate effectively in this metric given their assigned role and mission to provide associate's degrees. By expanding the current metric to include DWS 4-Star jobs (also considered high

demand by DWS definitions), the community colleges will be able to have their work recognized in the role that they serve in developing the future workforce.

Commissioner's Recommendation

The Commissioner recommends that the Regents adopt the 2019-2020 Performance Based Funding Model modification of the market demand metric to align with the Board's adopted Workforce Metric.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments



2019-20 Performance Model Summary

The USHE Performance Funding Model is based on five performance categories: completions, underserved students, completions in areas of high market demand, research expenditures (UU and USU only), and the number of post-secondary awards granted per full-time equivalent (FTE) in a year.

Performance Category (Regent Approved Metric Weight):

- **Completions: (15%)** This measures counts all certificates, associate, bachelors, masters, and doctorate awards as reported to the USHE system office. Awards are weighted according to weights approved by HEAC (<http://le.utah.gov/interim/2015/pdf/00001151.pdf>). This measure also includes transfer students as reported in the IPEDS Graduation Rate Survey for Snow & Salt Lake Community Colleges.
- **Underserved Students: (10%).** The total number of annual graduates who were Pell Eligible at entry into the USHE system. Data comes from the campus submitted graduation files and campus submitted Student files using the Pell-eligible flag of earliest found record for that student.
- **Market Demand: (25%)** The Market Demand completions based on the DWS 4-5 Star SOC codes that require post-secondary education or training (Certificates, Associate, Bachelor's, Master's or Doctorate). This list matches SOC and CIP codes based on the IPEDS SOC-CIP crosswalk at the 6-digit level. All awards granted in the identified CIP code areas regardless of the award level qualify. **(Changed from prior year analysis is the requirement for the Job Skill level to match the Degree Level and the inclusion of all four and five star jobs.)**
- **Research Expenditures: (10% for research universities)** Total Research Expenditures, as reported on the IPEDS Finance Survey.
- **Awards per FTE: (50%, [40% for Research Universities]).** The measure is, the total awards per total full-time equivalent student (FTE) for an academic year. Total awards granted (numerator), is the count of total of awards granted as reported in the Graduation table of the USHE database. The full-time equivalent (denominator) is the total, annualized FTE as reported in the USHE End-of-Year enrollment report.

Distribution of Funds: To earn 100% of the institutions allocated share, performance for each metric must show a 1% improvement in each of the approved performance metric. If there is a 1% or greater growth in the metric, then the institution earns 100% of the allocation for that metric. If the institutions shows performance improvement, but it is less than 1%, then they receive a pro-rated, portion of their allocation. For example institution 1 has 0.97% growth they receive 97% of their funding allotment for that measure, 0.50 growth = 50% of their funds etc. An institution that has 0.00 or negative growth does not receive any of their funding.

Under the language of the current legislation, growth is measured based on the most recent year when compared to the average of the previous 5 years. Example: **Percent change = 2015-16/ (average (2010-11...2014-15))**

March 20, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Adoption of Board of Regents Policy R840, *Institutional Business Communications*

Issue

Institutions are often finding employees conducting institutional business using private email services such as Gmail. This practice exposes institutions to several security and legal challenges. This policy will ensure USHE institutions collect and maintain all business email communications in the institutions' enterprise email systems for security, auditability, records management, document preservation, personnel actions, archiving and destruction, and other purposes as appropriate.

Background

Employees conducting institutional business sometimes find conveniences or other advantages of using a private email service rather than their respective institution's enterprise email service. That practice, however, can create several challenges for institutions, such as difficulty in appropriately maintaining and archiving records, responding to records requests, engaging in litigation, or maintaining strong cyber security.

This proposed policy establishes uniform controls over email business communications throughout the system, directing Institutional employees to use only the institution's enterprise email service for institutional business email communication.

Commissioner's Recommendation

The Commissioner recommends the Regents approve R840, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/KLH
Attachments

R840-1. Purpose: To ensure USHE institutions collect and maintain all business email communications in the institutions' enterprise email systems for security, auditability, records management, document preservation, personnel actions, archiving and destruction, and other purposes as appropriate.

R840-2. References

- 2.1. Utah Code §53B-1-103(2)
- 2.2. Regent Policy R121

R840-3. Definitions

- 3.1. **"Enterprise Email Service"** means the email system by which the institution engages in official business, such as @snow.edu, @uvu.edu or @utah.edu. Enterprise email service does not include a separate, affiliated email service the institution offers to alumni or other groups.
- 3.2. **"Institutional Business Email Communications"** means an email communication that an employee, officer, volunteer or other designated individual has sent as part of his or her duties on behalf of the institution, and other email communications the institution has designated as business communications.

R840-4. Policy

- 4.1. Institutions shall establish a policy that requires its employees, officers, or other designated individuals to use only the institution's enterprise email system when conducting institutional business by email.
- 4.2. The policy must specifically prohibit employees from using any private or non-enterprise email service for institutional email business.
- 4.3. Institutional employees shall maintain institutional business email communications in compliance with records retention regulations, records management regulation, or any applicable law or policy.

¹ Approved

March 20, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Proposed Differential Tuition for 2019-2020

Issue

Board of Regent Policy R510, *Differential Tuition* requires the Board to approve all differential tuition schedules for new and existing academic programs. The following institutions seek Board approval for academic year 2019-2020.

Background

The Board may authorize differential tuition schedules for programs on a case-by-case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The institution shall use increased revenues from the differential tuition rate to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

- Student and market demand for the program
- Impact of differential tuition rates on student access and retention
- Tuition rates of comparable programs at other institutions
- Potential earnings capacity of program graduates
- Societal importance of the program

University of Utah is proposing differential tuition for the School of Medicine Masters of Science in Clinical Investigation. The graduate program would assess \$153.87 per credit hour in addition to regular graduate tuition effective fiscal year 2019-2020.

Weber State University is proposing differential tuition in the Annie Taylor Dee School of Nursing on all graduate courses in the school. Graduate level courses numbered 6000-7999 assessed an additional \$30.36 per credit hour beginning summer semester 2019-2020 (see attachment 2).

Dixie State University is proposing differential tuition in six Health Science programs that will replace all existing undergraduate course and program fees. 1) Emergency Medical Services of \$80 per credit hour; 2) Medical Laboratory Science of \$143 per credit hour; 3) Medical Radiography of \$60 per credit hour; 4) Physical Therapist Assistant of \$90 per credit hour; 5) Respiratory Therapy of \$63 per credit hour; and 6) Surgical Technology of \$105 per credit hour.

Dixie State University is also proposing three new graduate tuition schedules. 1) Technical Writing and Digital Rhetoric would assess \$345 per credit hour for residents and \$800 for nonresidents; 2) Athletic Training \$350 per credit hour for residents and \$850 for nonresidents; and 3) Marriage and Family Therapy \$400 per credit hour for residents and \$715 for nonresidents (see attachments 3-11).

Utah Valley University is proposing differential tuition in the new Physician Assistant program on all resident graduate courses of \$856 per credit hour and \$1,626 for nonresidents per credit hour before and after the plateau beginning spring semester 2020 (see attachment 12). New graduate programs in Financial Planning and Analytics will utilize the existing Masters of Accountancy tuition schedule and Marriage and Family Therapy will utilize the existing Social Work tuition schedule.

The following table summarizes proposals for each institution:

Institution	Course Level	College/Program	Per Credit Hour
University of Utah	Graduate	Clinical Investigation	\$153.87
Weber State University	Graduate	Annie Taylor Dee School of Nursing	\$30.36
Dixie State University	Undergraduate	Emergency Medical Services	\$80
Dixie State University	Undergraduate	Medical Laboratory Science	\$143
Dixie State University	Undergraduate	Medical Radiography	\$60
Dixie State University	Undergraduate	Physical Therapist Assistant	\$90
Dixie State University	Undergraduate	Respiratory Therapy	\$63
Dixie State University	Undergraduate	Surgical Technology	\$105
Dixie State University	Graduate	Technical Writing and Digital Rhetoric	Res:\$345; NR:\$800
Dixie State University	Graduate	Athletic Training	Res:\$350; NR:\$850
Dixie State University	Graduate	Marriage and Family Therapy	Res:\$400; NR:\$715
Utah Valley University	Graduate	Physician Assistant	Res:\$856; NR:\$1,626*

*Resident and Nonresident per credit hour with plateau beginning at 10+

- Attachment 1: UU Graduate Courses in School of Medicine Clinical Investigation
- Attachment 2: WSU Graduate Courses in the Annie Taylor Dee School of Nursing
- Attachment 3: DSU Undergraduate Courses in Emergency Medical Services
- Attachment 4: DSU Undergraduate Courses in Medical Laboratory Science
- Attachment 5: DSU Undergraduate Courses in Medical Radiography
- Attachment 6: DSU Undergraduate Courses in Physical Therapist Assistant
- Attachment 7: DSU Undergraduate Courses in Respiratory Therapy
- Attachment 8: DSU Undergraduate Courses in Surgical Technology
- Attachment 9: DSU Graduate Courses in Technical Writing and Digital Rhetoric
- Attachment 10: DSU Graduate Courses in Athletic Training
- Attachment 11: DSU Graduate Courses in Marriage and Family Therapy
- Attachment 12: UVU Graduate Courses in Physician Assistant
- Attachment 13: Summary of Current USHE Institutions with Differential Tuition Schedules

Commissioner's Recommendation

To improve transparency and accountability, the Board directs the Commissioner's Office to consider and bring to them policy changes requiring that differential tuition rates receive periodic review. Further, the Commissioner recommends approval of the all proposed differential tuition amounts and schedules for University of Utah, Weber State University, Dixie State University, and Utah Valley University beginning fiscal year 2019-2020.

DLB/KLH/BLS
Attachments

David L. Buhler
Commissioner for Higher Education



Center for Clinical and Translational Science
26 South 2000 East
Salt Lake City, UT 84112
801.213-4040

MEMO

TO: Board of Regents

FROM: Anthea Letsou, PhD, Co-Director, MSCI Program
Julie Shakib, DO, Co-Director, MSCI Program

DATE: December 13, 2018

REGARDING: MSCI Program Differential Tuition Request

The School of Medicine, MSCI Program is requesting approval of a Differential Tuition for Fiscal Year 2019-2020.

Market Demand

The need for educated professional translational researchers in the United States continues to rise. In particular, we have a high demand for professionals who merge medical expertise with basic research skills to systematically facilitate improvements in healthcare - from bench to bedside and at the level of individuals and populations. Academy Health, a nonpartisan, not-for-profit health services research and policy organization, documents a lack of researchers prepared to take on positions addressing current and future needs of the evolving healthcare system. The University of Utah's MSCI graduate program is designed to meet these needs. NIH/NCATS support for continued MSCI curriculum development at the University of Utah (and comparable institutions) serves as further testament to the national demand for students trained in an MSCI curriculum to enhance our translational workforce.

The University of Utah's MSCI program is distinctive in its two-pronged approach to developing a facile national workforce expert in translational science. Our students are clinicians who we provide with research expertise, and they are also basic scientists who we provide with clinical scholarship. We are uniquely positioned geographically so that our curriculum is seen as valuable to students at neighboring universities, most notably the University of Nevada, Reno (UNR), with whom we are establishing an education and training collaboration. At the heart of this collaboration is a desire by UNR to build a translational research program at their institution. MSCI graduates exhibit a higher retention rate in research sciences (112 of 131 for the last five year reporting period 2014-2018), and are highly competitive in obtaining independent funding (oftentimes federal) to support ongoing research endeavors. Even though the academic programs themselves are not self-sustaining, University investments are recouped in later years in the form of publications and grant awards to former trainees.

Student Demand

The MD and PhD graduates of our MSCI program and similar programs nationwide are responsible for populating a workforce that is highly effective in generating federally funded research projects that serve the health and education missions of the University of Utah and similar R1 research universities.

Despite a critical need to increase the national translational research workforce, student numbers at the University's MSCI program (and similar programs nationwide) are insufficient to compensate faculty engaged in curriculum development and teaching. Utah's average MSCI cohort (15 students per year) is similar to that of peer institution MSCI programs at the Universities of Alabama (17 students per year), Arkansas (13 students per year), Kansas (18 students per year), and New Mexico (15 students per year), although considerably smaller than the average MSCI cohort at the

University of Kentucky (38 students per year). The University of Utah’s tuition and fees rank among the lowest in the country (see Table 1). While only moderately lower than tuition and fees at the University of New Mexico, MSCI costs at the University of Utah are approximately 60-65% of the costs at the Universities of Alabama and Kentucky. Small class sizes coupled with the comparatively low cost per credit hour at the University of Utah make it difficult for programs dependent on returned tuition to meet reasonable levels of compensation for our faculty.

The University of Utah’s MSCI program is not currently sustainable through normal funding mechanisms, thus, we seek differential tuition to bring our program to equity both with similar MSCI programs nationwide and with other health center masters programs at the University of Utah (e.g. 4% FTE/per credit hour in the Department of Population Health). We are requesting a differential tuition rate of \$153.87 per School Credit Hour (SCH) - see Table 2 for calculations. This will increase student tuition costs by \$4,615.96 over the course of the two-year program. The MSCI program requested differential tuition is lower than other SOM graduate programs (see Table 3). By creating a differential tuition rate, the Utah MSCI program will reach the mid-level range of tuition costs compared to other programs. This new tuition differential will go into effect for new students in Fall 2019.

Table 1

<i>NCATS Western States Consortium Institution (Comparable Programs)</i>	Degree	Full Time Tuition per Semester
University of Alabama	Master Degree	\$ 10,870.00
University of Kentucky	Master Degree	\$ 10,710.00
University of Kansas	Master Degree	\$ 9,100.00
University of Arkansas	Master Degree	\$ 7,820.00
University of New Mexico	Master Degree	\$ 7,130.00
University of Utah	Master Degree	\$ 6,990.00

- Table derived from data in: <https://trends.collegeboard.org/college-pricing/figures-tables/2018-19-state-tuition-and-fees-public-four-year-institutions-state-and-five-year-percentage>

Table 2

PROJECTION PER CREDIT HOUR TO PAY INSTRUCTORS													
<i>Capped Salary</i>	<i>Estimated Benefit Rate</i>	<i>Estimated Salary plus Benefit Total</i>	<i>Suggested FTE % Per SCH taught</i>	<i>Paid Out Per SCH</i>	<i>Average SCH per class</i>	<i>Average Number of Instructors per year</i>	<i>Average Teaching Compensation per Instructor</i>	<i>Average Total Paid to Instructors Per Year</i>	<i>*Estimated SCH Tuition Returned</i>	<i>Amount Need to cover Teaching Compensation</i>	<i>**Recommended Average Tuition Differential per SCH</i>	<i>Required SCH to Graduate</i>	<i>Total Increased Cost to Student</i>
\$175,000	32%	\$ 231,000	4%	\$ 364.63	1.65	16	\$ 15,246	\$ 243,936	\$ 141,000	\$ 102,936	\$ 153.87	30	\$4,615.96
*Estimated - Average Tuition Returned was \$141,000													
**Based on average of 669 SCH taught per year													

Table 3

<i>Department/Division</i>	<i>Degree</i>	<i>Differential Tuition</i>	<i>Notes:</i>
Public Health	PhD, Master	\$ 265.05	
Population Health	PhD	\$ 161.93	
Biomedical Informatics	PhD	\$169.95	BMI degree seeking students additionally pay \$1,960.93 zero CH per semester
Genetic Counseling	Master	\$ 376.09	
Occupational Health	PhD, Master	\$ 265.05	
MSCI	Master	\$ 153.87	

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution:	University of Utah
Fiscal Year:	2020
Prepared by:	Sandy Hughes
Due date:	March 8, 2019
Submission Date:	8-Mar-19

R510-4.2. Differential Tuition: Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

4.2.1. Student and Market Demand for the Program:

The need for educated professional translational researchers in the United States continues to rise. In particular, we have a high demand for professionals who merge medical expertise with basic research skills to systematically facilitate improvements in healthcare from bench to bedside and at the level of individuals and populations.

4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The MSCI program is not currently sustainable through normal funding mechanisms. The requested differential will cost \$4,615.96 per student over the course of the two year program.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

University of Alabama \$10,870, University of Kentucky \$10,710, University of Kansas \$9,100, University of Arkansas \$7,820, University of New Mexico \$7,130, University of Utah \$6,990

4.2.4. Potential Earnings Capacity of Program Graduates:

2017 Graduates: Average salary \$189,600

4.2.5. Societal Importance of the Program:

Academic Health, a nonpartisan, not-for-profit health services research and policy organization, documents a lack of researchers prepared to take on positions addressing current and future needs of the evolving healthcare system. The University of Utah's MSCI program is distinctive in its two-pronged approach to developing a facile national workforce expert in translational science.

Estimated Student Program Enrollment and Number of Courses (including level designation, 1000, 2000, etc):

Students must take at least 20 credits of core and elective classroom courses. In addition, students will enroll for at most 10 credits for their mentored clinical research projects. The expected time to completion of the MSCI degree is two years.

Estimated Revenue and Uses (including program and institution):

Each cohort of 15 students will provide \$69,240 over their two year degree. The funds will be used to compensate faculty engaged in curriculum development and teaching.

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution:	Weber State University
Fiscal Year:	2020
Prepared by:	Betty Kusnierz
Due date:	March 8, 2019
Submission Date:	6-Mar-19
Program:	School of Nursing

R510-4.2. Differential Tuition: Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

4.2.1. Student and Market Demand for the Program:

Students with graduate nursing degrees are in high demand in Northern Utah. Nursing graduate programs at WSU continue to have capacity enrollment and prepare students to practice as direct care independent practitioners, provide leadership, or provide academic education at the college or university level. Students engage in a higher level of direct and indirect care and have enhanced leadership ability to influence healthcare in a variety of settings.

4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The requested increase in the differential from \$134.34 to \$164.70 per credit hour equates to \$303.60 additional per semester for the individual nursing graduate student taking 10 credit hours. This is a modest increase compared to the earning potential of graduates. An increase in the tuition differential is not expected to become a barrier for students. An informal survey of existing students indicates that students would still choose WSU over other graduate nursing programs in the state, even with a minimal increase in differential.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

With current graduate tuition and the proposed differential increase, a WSU student taking 10 credit hours per semester would pay \$4,565 combined tuition, differential and student fees. This compares to the equivalent nursing graduate tuition, differential and student fees for 10 credit hours at the following institutions that offer nursing practice programs: \$6,445 – University of Utah, \$5,623 – Idaho State University, and \$7,500 – Boise State University.

4.2.4. Potential Earnings Capacity of Program Graduates:

As of January 2, 2018, the mean annual salaries in Northern Utah were as follows: Nurse Educator \$77,360, Nurse Executive \$98,350, and Nurse Practitioner \$95,004.

4.2.5. Societal Importance of the Program:

Research demonstrates a clear link between more advanced levels of nursing education and patient outcomes and the ability to address the complexities surrounding patient care.

Estimated Student Program Enrollment and Number of Courses (including level designation, 1000, 2000, etc):

There are currently 94 graduate students taking 3-4 6000-level courses per semester. With the addition of the DNP program, this number will increase to 118 students by 2021 taking 3-4 6000-level and 7000-level courses per semester.

Estimated Revenue and Uses (including program and institution):

The additional funding from the differential increase is needed to provide necessary simulation experiences. Based on current enrollment, this will provide an increase over current funding of \$57,600 per year while keeping student costs down (the new differential will be 70% of the WSU Master of Health Administration differential and equivalent to the WSU Master of Athletic Training differential). This proposal also requests the use of the same differential for the DNP program pending approval.

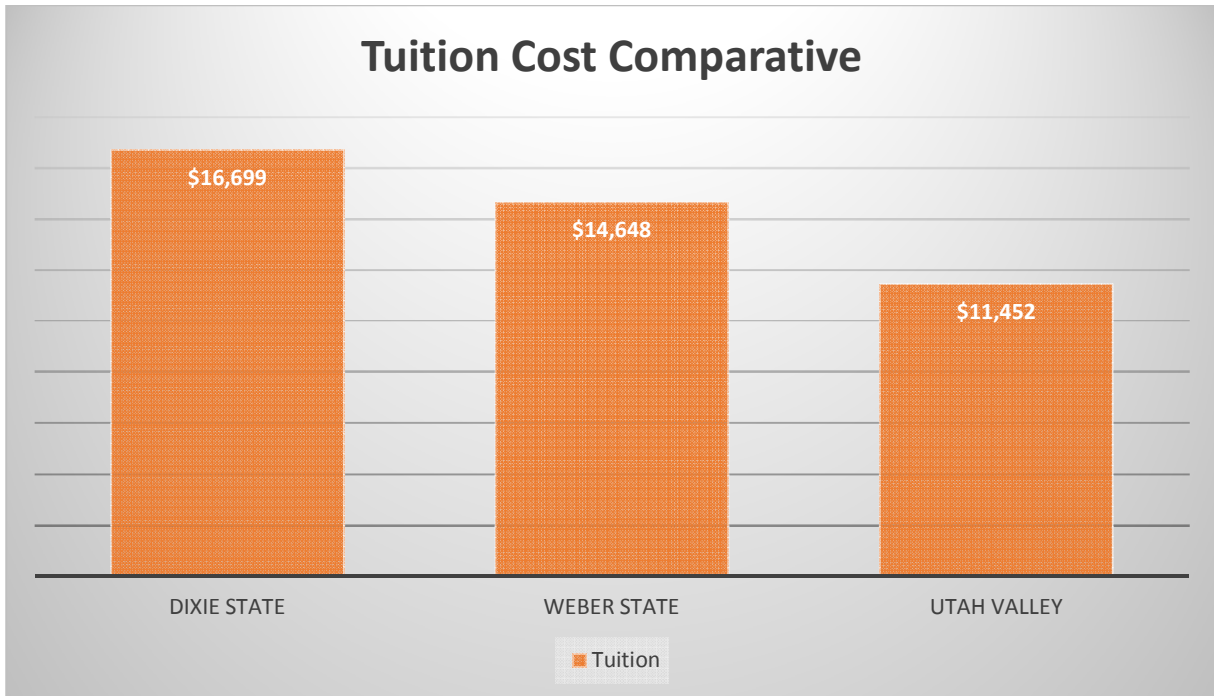
Dixie State University
Associate of Applied Science in Emergency Medical Services
Differential Tuition

Section I: Request

The Dixie State University (DSU) Emergency Medical Services (EMS) program is nationally accredited through two accrediting bodies, Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). The DSU Emergency Medical Services program receives \$37,400 annually beyond payment of faculty salaries and benefits, which is insufficient to operate an educational program of this kind. The program is largely dependent on course fees and program fees to maintain its equipment and supplies. It is proposed that program fees and course fees be discontinued and program differential tuition be implemented. This tuition must cover part of the salary and benefits for one administrative position, in conjunction with other programs in the department, as well as additional funding of program faculty. It covers capital equipment, maintenance, repair and replacement of current equipment, as well as all costs of instruction including clinical education. As this program comprises 3 different certificates, each with their own costs and needs, the program proposes a differential of \$80.00 per credit hour be added to the standard DSU tuition.

Section II: Student and Market Demand for the Program*

The DSU Emergency Medical Services program consists of 3 certificates that culminate in an Associate of Applied Science Degree (AAS). The Emergency Medical Technician (EMT) certificate is 1 semester and accepts up to 25 students per year, the Advanced EMT (AEMT) certificate is also 1 semester and accepts up to 20 students, and the Paramedic certificate is 3 semesters and accepts up to 16 students. DSU is one of 3 USHE institutions which offers this program, but DSU has the only program serving residents of the southern part of the state. DSU Emergency Medical Services graduates consistently find employment, both within Southern Utah and across the region. Program graduates are highly sought after within the area, most notably by first responder agencies in Southern Utah and Southern Nevada, where the majority of the graduates are employed. The program consistently attracts applicants from all areas of Southern Utah, Southern Nevada, and Southern California, but with an emphasis on Washington County. According to Bureau of Labor statistics, Paramedics have an expected job growth of 15% (Much faster than average) nationwide from 2016-2026.



*Data retrieved online through institution websites, it does not include all course and labs fees; DSU data equals base tuition plus EMS program differential tuition.

Section III: Impact of Differential Tuition Rates on Student Access and Retention

Differential tuition must be planned carefully in order for the DSU Emergency Medical Services program to remain competitive with other institutions. It must be rolled out and explained adequately in order for students to make informed decisions regarding which school to attend. Students will need to be taught how to compare differential tuition to other institutions' base tuition and course or program fees. If this is not understood by students, a decrease in applications and enrollment in prerequisite courses may occur. The DSU Emergency Medical Services program is the only program in Southern Utah that has dual accreditation (CAAHEP and CoAEMSP).

Section IV: Tuition Rates of Comparable Programs at Other Institutions*

DSU base tuition with differential tuition fees are competitive with other USHE institutions, while dramatically lower in cost than proprietary institutions. Program costs at the two competing programs in the state allow us to increase our tuition and remain competitive. UVU has a base tuition cost of \$11,452, while Weber State has a base tuition cost of \$14,648. The tuition and fees of the DSU Emergency Medical Services program are all inclusive, including uniforms, books and all necessary supplies. Each of these other institutions within the state add course fees, books, uniforms, and other supplies to the total cost listed. The cost of the individual certificates for DSU students with differential tuition will be: EMT \$2,989, AEMT \$2,391 and Paramedic \$11,320.

Section V: Potential Earnings Capacity of Program Graduates

New graduates from the DSU Emergency Medical Services program usually start at approximately \$17.00 per hour depending on location and setting. A full time, entry level paramedics can expect between \$35,000 and \$40,000.00 per year. The starting salary in many other states is higher.

Section VI: Societal Importance of the Program

EMT's, AEMT's, and paramedics, are often the first ones to arrive at the scene following an emergency, ranging from house fires to car accidents and everything in between. Lives are often hanging in the balance, and these professionals must act quickly to save them. EMTs and paramedics care for the sick and wounded while quickly transporting them to a nearby medical facility. EMTs and paramedics often work side by side with police officers and firefighters to provide the best all-around care in emergency situations. The scope of practice for these professionals is quickly expanding to include in home care, and in hospital care, such as the emergency department. This program is vital to our society, as these are the first responders that run in to help, while everyone else runs out. There is not a more basically important program in the university. The underlying purpose of this program is to serve the community.

**Dixie State University
Bachelor of Science in Medical Laboratory Science
Differential Tuition**

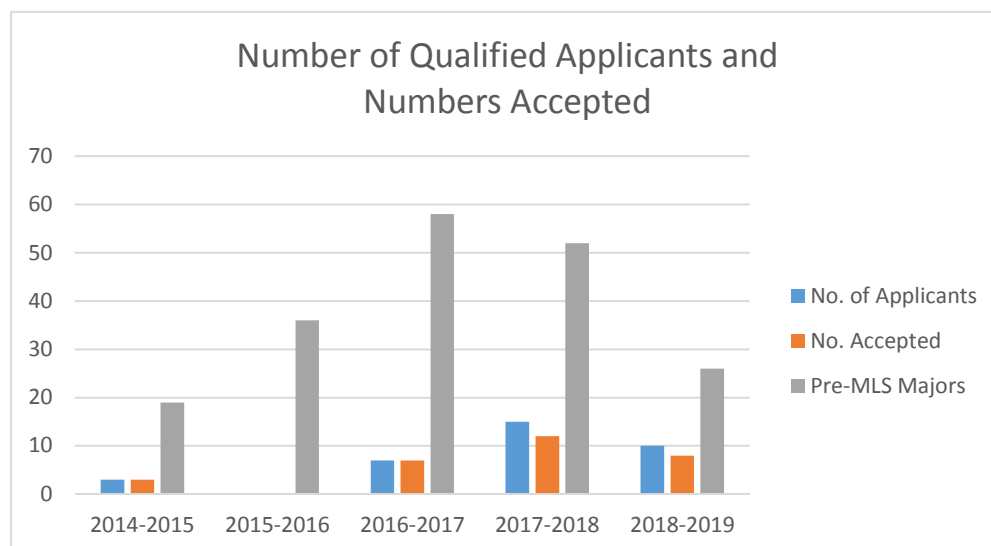
Section I: Request

The Dixie State University (DSU) Medical Laboratory Science (MLS) program operating budget is funded by course and program fees. These fees must cover lab course consumable supplies and reagents, computer hardware and software, accreditation and professional fees, travel and the apportioned Department costs: the secretary's salary and office supplies. There is no program capital equipment budget despite an extensive capital equipment inventory not limited to various automated and semi-automated instruments, seventeen dual-head clinical-grade microscopes, a blood bank workstation, a Millipore water purification system, a chemical fume hood and a level - 2 biological safety cabinet. This inventory must be maintained, upgraded and periodically repaired or replaced at considerable expense. The current operational budget is inadequate to cover all MLS program expenses, especially capital equipment. It is therefore proposed that course and program fees be discontinued and a program differential tuition be implemented to cover all program operational and capital equipment expenses. The program proposes a differential of \$143.00 per credit hour be added to the standard DSU tuition.

Section II: Student and Market Demand for the Program

The MLS program, initially accredited in 2015, has an enrollment capacity of 12 students per year. The program is nationally accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). There are three other long-time established baccalaureate NAACLS-accredited MLS programs in Utah: BYU, University of Utah, and Weber State. DSU has the only MLS program serving residents of the southern part of the state and the state of Nevada, a state with no MLS program. Since re-structuring in 2016, the program has experienced an increase (Table 1) in the number of program applicants usually with more applicants than available positions in the cohort. Program post-graduate surveys indicate that within 3-months of graduation all program graduates are employed fulltime as Medical Laboratory Scientists within and outside the state of Utah.

TABLE 1



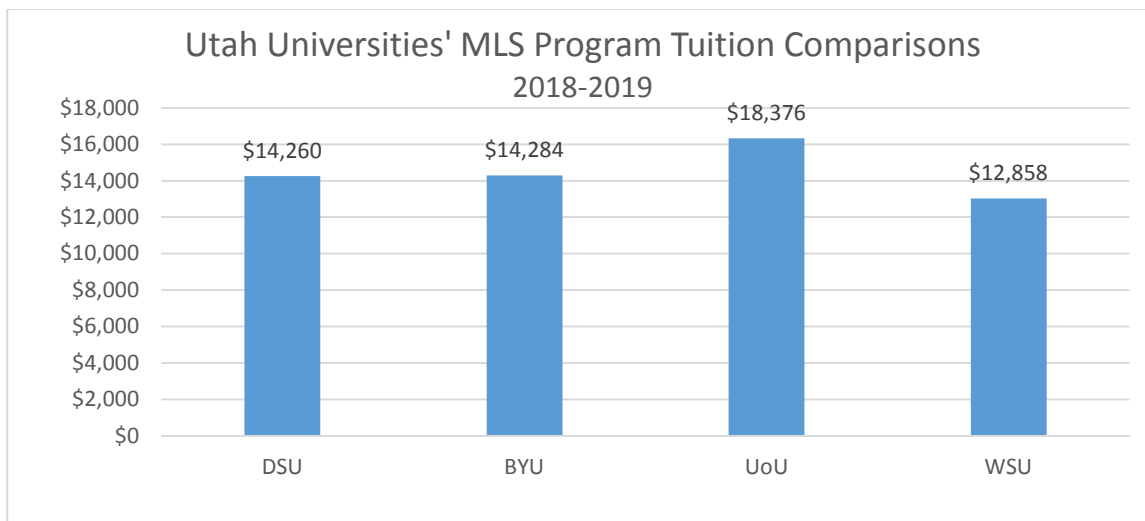
Section III: Impact of Differential Tuition Rates on Student Access and Retention:

Currently, MLS students pay an additional \$5,445.00 or \$87.82 per credit for course and program fees. The program is requesting a differential tuition of \$143.00 per credit, an increase of \$55.18. Differential tuition must be planned carefully in order for the DSU Medical Laboratory Science program to remain competitive with other institutions. It must be clearly explained in order for students to make informed decisions regarding which school to attend. Students will need to be advised on how to compare differential tuition to other institutions’ base tuition and course or program fees. If this is not understood by students, a decrease in applications and enrollment may result.

Section IV: Tuition Rates of Comparable Programs at Other Institutions:

Currently, the MLS program cost is the second lowest among the other Utah institutions with accredited MLS programs: Weber State University (WSU), Brigham Young University (BYU), and University of Utah (UoU). With the implementation of differential tuition DSU’s tuition will be the third lowest among the Utah universities.

TABLE 2



Section V: Potential Earnings Capacity of Program Graduates:

Graduate survey data collected between 2016 and 2018 indicates the average DSU MLS graduate salary is \$51,000 - \$55,000 a year within the state of Utah. Starting salaries in neighboring regional states including Arizona, Colorado, New Mexico, Nevada, and Wyoming is higher, only Idaho has a lower starting salary.

Section VI: Societal Importance of the Program:

Medical Laboratory Scientists (MLS) are qualified academically through a rigorous applied science education to provide service and research in all major areas of practice in the contemporary medical science laboratories and related areas in rapidly changing and dynamic healthcare delivery systems. Nevertheless, the shortage of qualified MLS, though not a new story, remains a persistent concern. As the ballooning aging population and health insurance coverage expansion increase the demand for laboratory services, the need for qualified MLS is

projected to increase much faster than average for all other occupations according to US Department of Labor's 2018 Occupational Outlook Handbook. Furthermore, current opinions are that the improving economy augments the acute shortage as the large number of "baby boomer" laboratorians, who delayed retirement during the economic recession of 2007-2009. In practical terms, this means that labs across the country need to fill thousands of MLS jobs annually over the next decade, but US MLS education programs are not likely to graduate the numbers of MLS needed (sourced from AACC.org 2015 article "Laboratory Workforce Shortage demands New Solutions" accessible URL <https://www.aacc.org/publications/cln/articles/2015/november/the-laboratory-workforce-shortage-demands-new-solutions>). In Utah there are 4 BS MLS accredited programs which do not graduate sufficient numbers of MLS to fill the 250 annual openings projected for the years 2017-2019 according to the Utah's short term occupational projections (sourced <http://www.projectionscentral.com/Projections/ShortTerm>).

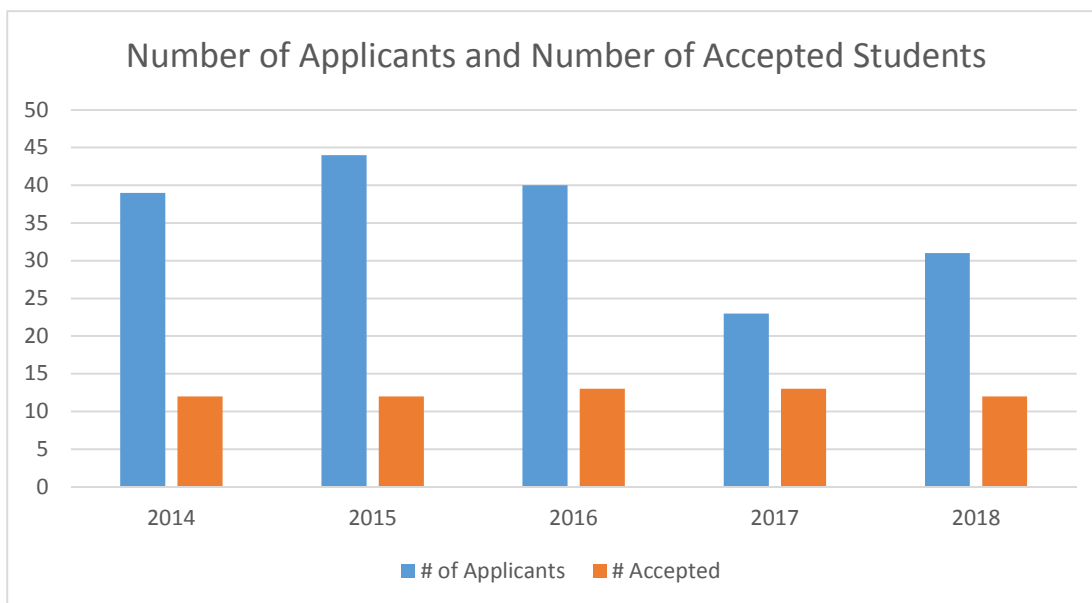
Dixie State University Associate of Applied Science in Medical Radiography Differential Tuition

Section I: Request

The Dixie State University (DSU) Medical Radiography program has two energized x-ray units, a mobile x-ray unit, C-arm and CR reader with a PACS workstation in the lab. This highly technical equipment must be maintained, upgraded and periodically repaired or replaced at considerable expense. In addition, costs for supplies, accreditation fees, clinical computer software and a portion of the department secretary's salary must be covered. The current budget and program fees are insufficient for such coverage. It is proposed that course fees be discontinued and program differential tuition be implemented. This additional tuition would cover the expenses stated above - capital equipment, maintenance, repair and replacement, accreditation fees, state licensure and inspection of x-ray equipment, and clinical computer software. The program proposes a differential of \$60.00 per credit hour be added to the standard DSU tuition.

Section II: Student and Market Demand for the Program

The DSU Medical Radiography program accepts 12 - 14 students per year and is nationally accredited through the Joint Review Commission on Education in Radiologic Technology (JRCERT). There are two other radiography programs in the state – Salt Lake Community College and Weber State University – however, Salt Lake Community College is the only other program accredited through JRCERT. DSU has the only program serving residents in the Southern portion of the state. The Radiography program always has at least twice as many applicants as available positions in the cohort. DSU radiography graduates consistently find employment both in and outside the area.

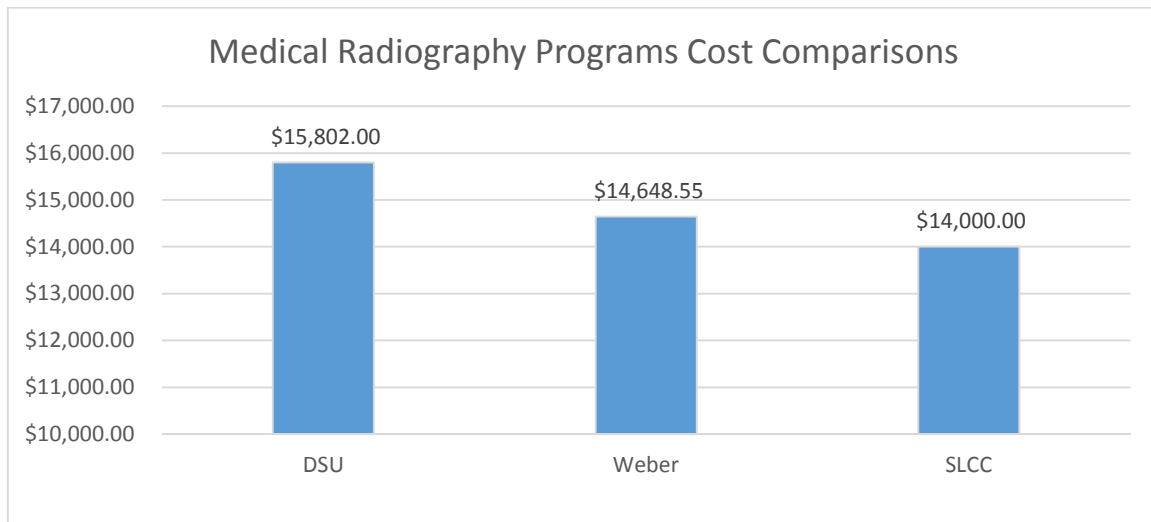


Section III: Impact of Differential Tuition Rates on Student Access and Retention:

Differential tuition must be planned carefully in order for the DSU Medical Radiography program to remain competitive with other institutions. It must be rolled out and explained adequately in order for students to make informed decisions regarding which school to attend. Students will need to be advised on how to compare differential tuition to other institutions' base tuition and course or program fees. If this is not understood by students, a decrease in applications and enrollment in prerequisite courses may result.

Section IV: Tuition Rates of Comparable Programs at Other Institutions*:

DSU base tuition and fees are lower than other institutions. Even with the proposed differential tuition, DSU is a very competitive program in the state. The program costs for Weber and SLCC listed below do not include course fees. Currently, radiography students pay \$200 per semester in course fees, which breaks down, to approximately \$16.70 per credit. The program is requesting that differential tuition be \$60.00 per credit, an increase of \$43.30 per credit.



*Data retrieved online; base tuition, does not includes fees for Weber and SLCC.

Section V: Potential Earnings Capacity of Program Graduates:

New graduates from the radiography program usually start at around \$20.65 per hour in Southern Utah. The starting salary in Nevada is approximately \$22.15 and may be higher in other states. Although some DSU radiography graduates seek positions in other states, the majority of graduates do stay in Southern Utah.

Section VI: Societal Importance of the Program:

The DSU Radiography program is a high quality program with a history of 100% pass rate on the American Registry of Radiologic Technologists (ARRT), the national certification exam. The program also has a high placement rate with 100% of the 2018 graduates being either employed or continuing on in a Bachelor's program. Graduates are prepared with the knowledge, skills and values to become successful members of the healthcare team and have consistently filled the need for radiographers in Southern Utah.

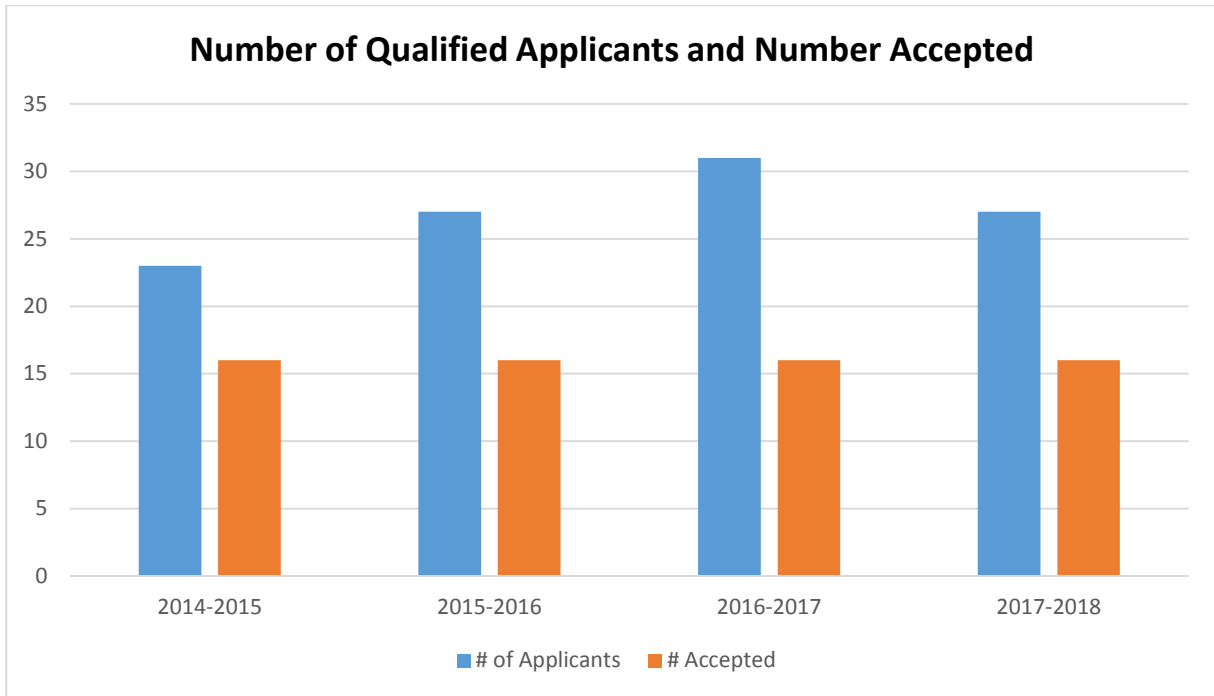
Dixie State University
Associate of Applied Science in Physical Therapist Assistant
Differential Tuition

Section I: Request

The Dixie State University (DSU) Physical Therapist Assistant (PTA) program receives \$5,000 annually beyond payment of faculty salaries and benefits, which is insufficient to operate an educational program of this kind. The program is dependent on course fees and program fees for all other expenses. It is proposed that program fees and course fees be discontinued and program differential tuition be implemented. This tuition must cover part of the salary and benefits for one administrative position, in conjunction with other programs in the department. It covers capital equipment, maintenance, repair and replacement of current equipment, as well as all costs of instruction including clinical education. The program proposes a differential of \$90.00 per credit hour be added to the standard DSU tuition.

Section II: Student and Market Demand for the Program

The DSU Physical Therapist Assistant program accepts 16 students per year. We typically see 35-50 total applicants for the 16 available positions in the cohort, with the number of qualified applicants increasing annually 3 of the past 4 years. There are three other PTA programs in Northern Utah. DSU has the only program serving residents of the southern part of the state. DSU PTA graduates consistently find employment, both within Southern Utah and across the country. Post-graduate surveys indicate that six months post-graduation, all graduates have found at least part-time employment in the field of physical therapy. The program consistently attracts applicants from all areas of Utah, as well as Idaho, Nevada, California, and Wyoming. The program has received applications from as far away as New Hampshire, Texas, Oklahoma and Ohio. According to Bureau of Labor statistics, PTAs have an expected job growth of 31% nationwide from 2016-2026.

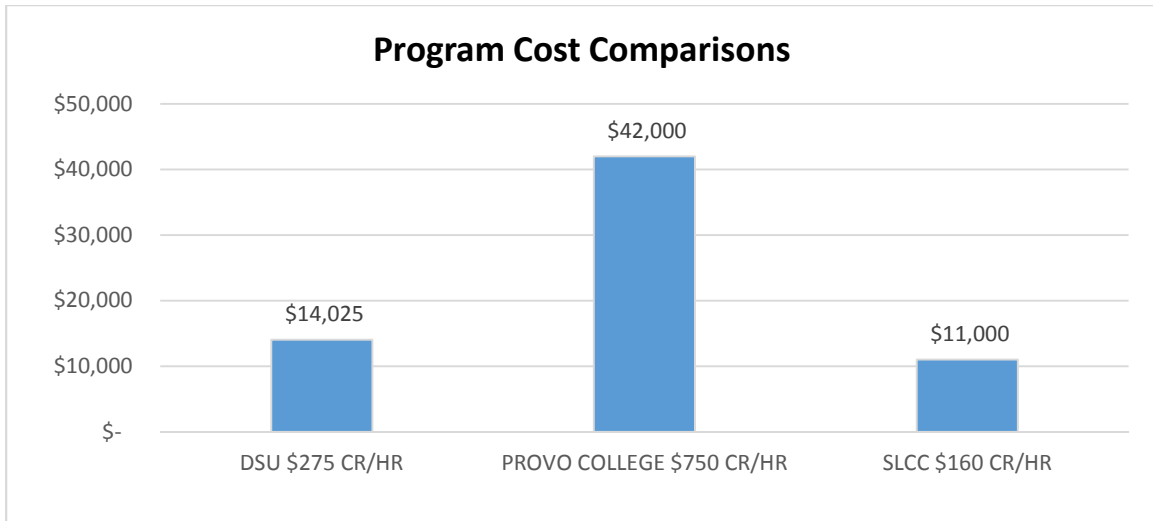


Section III: Impact of Differential Tuition Rates on Student Access and Retention

Differential tuition must be planned carefully in order for the DSU Physical Therapist Assistant program to remain competitive with other institutions. It must be rolled out and explained adequately in order for students to make informed decisions regarding which school to attend. Students will need to be taught how to compare differential tuition to other institutions' base tuition and course or program fees. If this is not understood by students, a decrease in applications and enrollment in prerequisite courses may occur.

Section IV: Tuition Rates of Comparable Programs at Other Institutions*

DSU base tuition and fees are competitive with other USHE institutions, while dramatically lower in cost than Provo College. Even with the proposed differential tuition, DSU is the most economical program in the state when tuition and fees are included. There are two other programs within the state of Utah. Program costs at the two competing programs in the state allow us to increase our tuition and remain competitive. Salt Lake Community College (SLCC) has a total program cost of \$11,000, according to their website. Provo College is the third program in Utah, with a tuition cost of \$750 per credit hour for core courses, totaling \$42,000 for the core, or technical, portion of the program. The tuition and fees of the DSU PTA program are all inclusive. Both Provo College and SLCC add course fees and other expenses to the total costs listed in the graph below.



**Data retrieved online through institution websites; DSU data equals base tuition plus PTA program differential tuition.*

Section V: Potential Earnings Capacity of Program Graduates

New graduates from the PTA program usually start at approximately \$25 per hour depending on location and setting. A full time, entry level PTA can expect between \$45,000 and \$58,000 per year. The starting salary in many other states is higher.

Section VI: Societal Importance of the Program

The DSU Physical Therapist Assistant program is one of the premier programs in the region. Students consistently score above national averages on Federation of State Boards of Physical Therapy (FSBPT) examinations. In addition to providing an excellent education for students, the PTA Student Club on campus participates in many community outreach activities benefitting the DSU and St. George communities. The program is an integral part of the physical therapy community in the state of Utah and annually participates in events to educate physical therapy professionals statewide, including hosting the state physical therapy conference each spring.

Section VII: Noteworthy Facts

Dixie State University is one of only three PTA programs in Utah, and the only program south of Provo. Program Director Drew Wilcox has served on the Utah Physical Therapy Association Board of Directors for 4 of the past 5 years, and just began his 3rd term in January 2019. He also serves as an on-site reviewer for the PTA program's accrediting agency, the Commission on Accreditation in Physical Therapy Education (CAPTE).

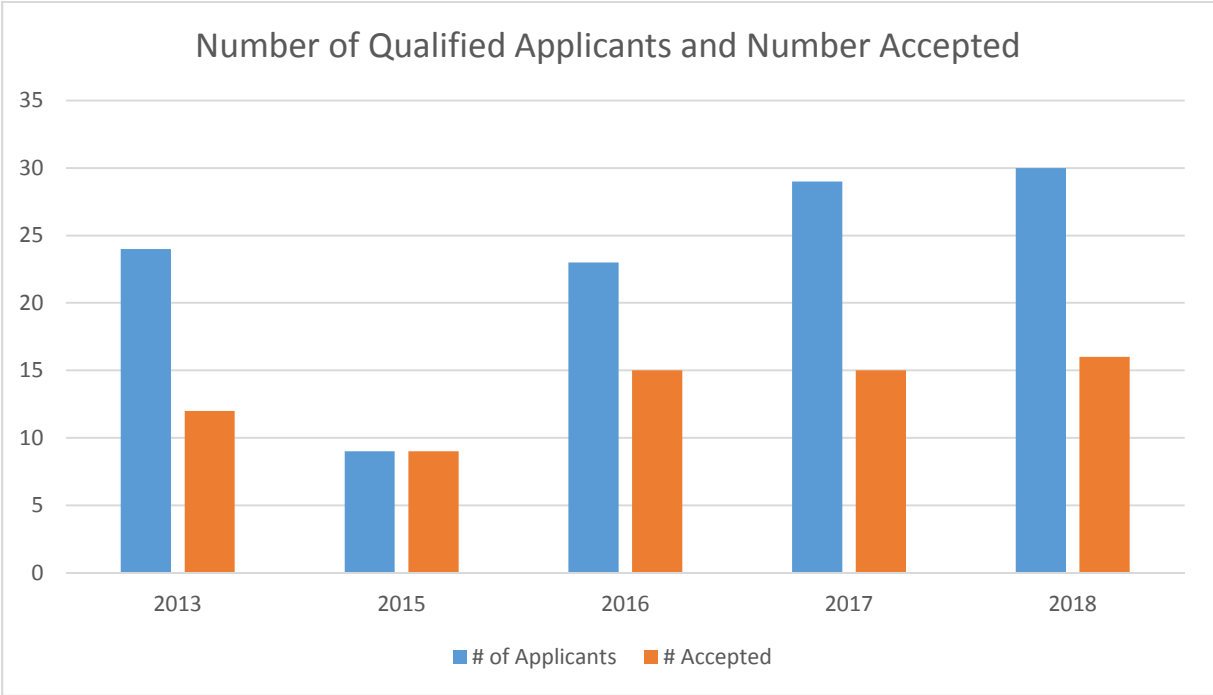
Dixie State University
Associate of Applied Science in Respiratory Therapy
Differential Tuition

Section I: Request

The Dixie State University (DSU) Respiratory Therapy Program receives a small operating budget beyond payment of faculty salaries and benefits. The program is dependent on lab and course fees for all other expenses. It is proposed that lab and course fees be discontinued and program differential tuition be implemented. This tuition will cover part of the salary and benefits for one administrative personnel, in conjunction with other programs in the department. It will cover all student lab supplies, oxygen and equipment. It will cover capital equipment, maintenance, repair and replacement. It will cover all department expenses including all office supplies, copies, accreditation fees, site visit fees and all department computers. It will cover student tracking of required background checks, drug testing and vaccinations, clinical shifts and student skill proficiencies. The program proposes a differential of \$63.00 per credit hour be added to the standard DSU tuition.

Section II: Student and Market Demand for the Program

The Respiratory Program accepts 16 students per year. There are four programs in Northern Utah. DSU has the only program serving residents of the southern part of the state. The program consistently has more applicants than openings. DSU respiratory graduates consistently find employment in the area and outside of the area. Post graduate surveys indicate that six months post-graduation, all students have found employment.



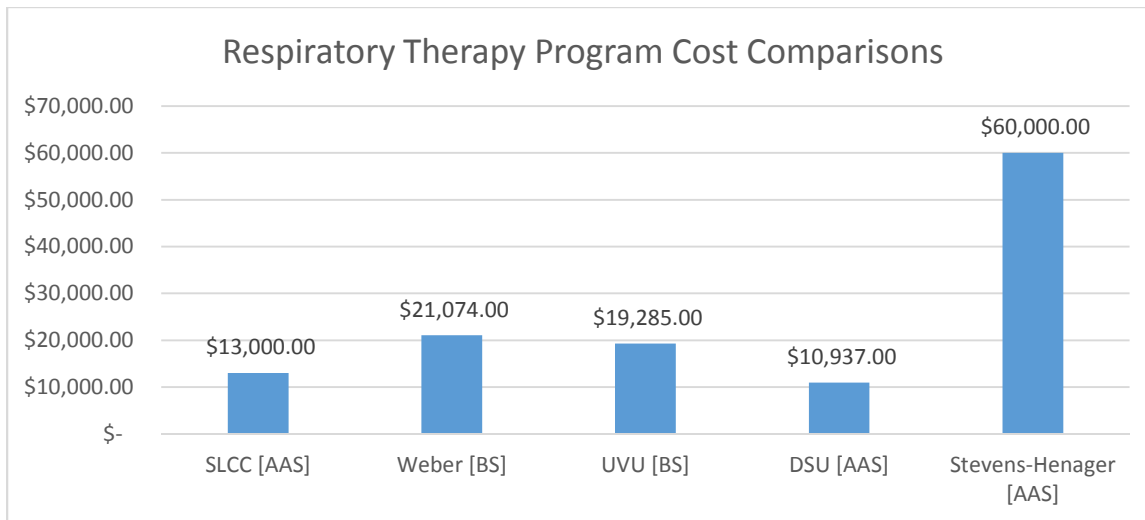
Section III: Impact of Differential Tuition Rates on Student Access and Retention:

Differential tuition must be planned carefully in order for the DSU Respiratory program to remain competitive with other institutions. It must be rolled out and explained adequately in order for students to make informed decisions regarding which school to attend. Students will need to be taught how to compare differential tuition to other institutions' base tuition, course and program fees and required purchases. If this is not understood by students, a decrease in applications and enrollment in prerequisite course may decrease. The DSU Dental Hygiene program currently charges differential tuition and they have not seen a decrease in applicants.

Section IV: Tuition Rates of Comparable Programs at Other Institutions:

DSU base tuition and fees are lower than other institutions. Even with the proposed differential tuition, DSU and SLCC will be the most economical programs in the state. There are three programs sponsored at public institutions in the state. Program costs at the one private program in the state are much higher. SLCC has the most comparable program to DSU's in the region. Weber State and UVU are BS degree programs. DSU is in the planning stage for offering a BS degree. We plan to offer this new degree in the fall of 2020. DSU Respiratory is proposing \$63.00 per credit differential tuition. Under the current model, fees equal \$20.00 per credit. This constitutes a \$43.00 per credit increase.

Our equipment is aging and technology is changing. Without this increase we will not be able to remain competitive in teaching current practice.



*Data retrieved online; base tuition and fees are estimates of total costs.

Section V: Potential Earnings Capacity of Program Graduates:

New graduates from the Respiratory program usually start between \$25.00 and \$30.00 per hour depending on location. The starting salary in many other states is higher. A full time entry level therapist can expect between \$45,000.00 and \$55,000.00 per year.

Section VI: Societal Importance of the Program:

The DSU Respiratory program is one of the premier programs in the nation. Students always score above national averages on National Board examinations. We have received the excellence in credentialing award from COARC for the past three years in a row. This award is given to the top 5% of programs in the nation. The program is an integral part of the respiratory care delivery in the area. There is currently a shortage of respiratory therapists nationwide. Intermountain healthcare currently has 36 openings in the Salt Lake area.

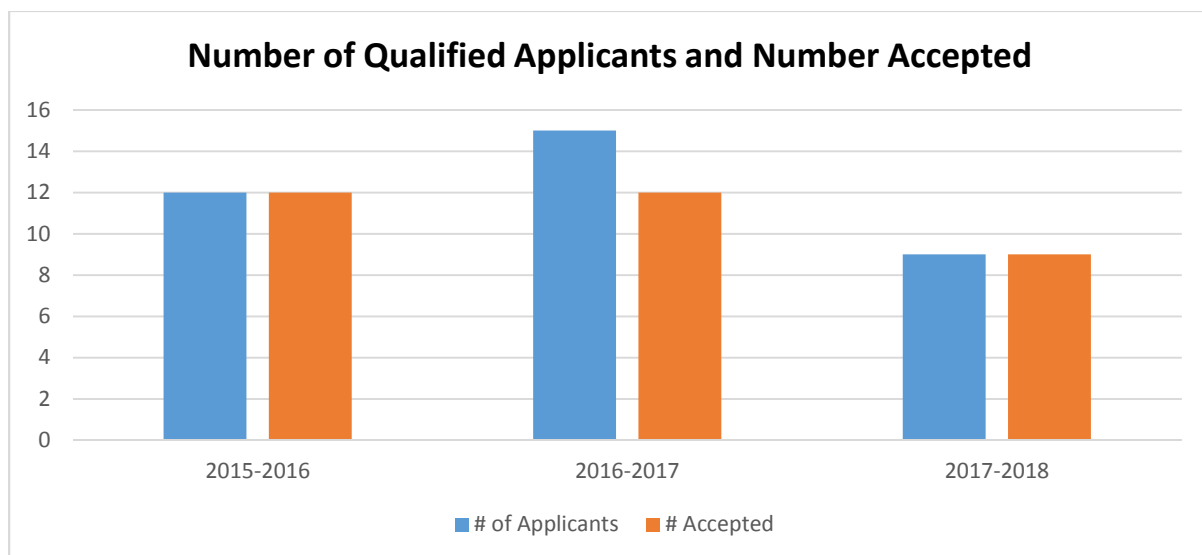
Dixie State University Associate of Applied Science in Surgical Technology Differential Tuition

Section I: Request

The Dixie State University (DSU) Surgical Technology program is nationally accredited through two accrediting bodies, Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA). The DSU Surgical Technology program receives no allocated program budget beyond payment of faculty salaries and benefits, and is dependent on course fees and program fees for all other expenses. Those fees are insufficient to operate an educational program of this kind. It is proposed that program fees and course fees be discontinued and program differential tuition be implemented. This tuition must cover part of the salary and benefits for one administrative position, in conjunction with other programs in the department. It covers capital equipment, maintenance, repair and replacement of current equipment, as well as all costs of instruction including clinical education. The program proposes a differential of \$105.00 per credit hour be added to the standard DSU tuition.

Section II: Student and Market Demand for the Program

The DSU Surgical Technology program accepts 12 students per year. DSU is one of two USHE institutions which offers this program, but DSU has the only program serving residents of the southern part of the state. DSU surgical technology graduates consistently find employment, both within Southern Utah and across the country. Post-graduate surveys indicate that six months post-graduation, all graduates have found at least part-time employment in the field. Program graduates are highly sought after within the area, most notably by Intermountain Dixie Regional Medical Center, where the majority of the graduates are employed. The program consistently attracts applicants from all areas of Utah, but with an emphasis on Washington County. According to Bureau of Labor statistics, surgical technologists have an expected job growth of 12% nationwide from 2016-2026.

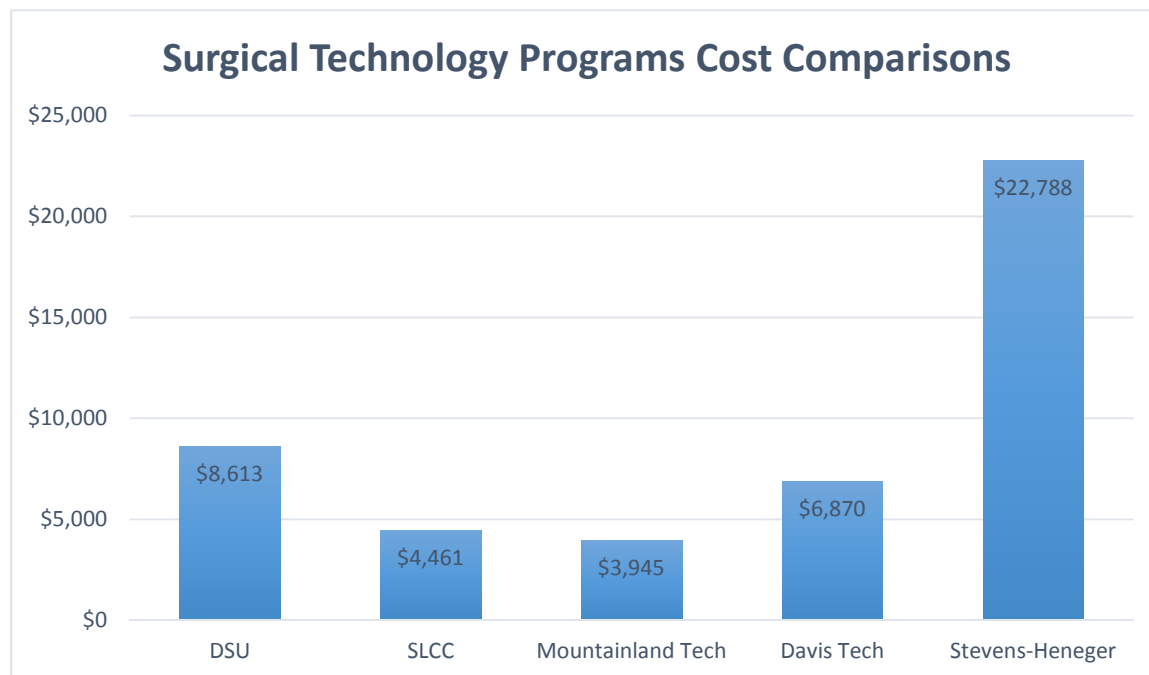


Section III: Impact of Differential Tuition Rates on Student Access and Retention

Differential tuition must be planned carefully in order for the DSU Surgical Technology program to remain competitive with other institutions. It must be rolled out and explained adequately in order for students to make informed decisions regarding which school to attend. Students will need to be taught how to compare differential tuition to other institutions' base tuition and course or program fees. If this is not understood by students, a decrease in applications and enrollment in prerequisite courses may occur. The DSU Surgical Technology program is the only program in the state that has dual accreditation (CAAHEP and ARC/STSA), and is also the only program that awards an Associate of Applied Science degree upon program completion.

Section IV: Tuition Rates of Comparable Programs at Other Institutions*

DSU base tuition and fees are competitive with other USHE institutions, while dramatically lower in cost than proprietary institutions. With the proposed tuition differential, DSU remains competitive within the state, but due to the degree program our tuition is higher than the only other USHE institution, Salt Lake Community College (SLCC). Other institutions with this program are Stevens-Henager, at \$22,788.00 tuition, Davis Technical College, at \$6,870.00, and Mountainland Technical College, at \$3,945.00. Each of these programs is a certificate program only, and does not have the national ARC/STSA accreditation. Program costs at the two competing programs in the state allow us to increase our tuition and remain competitive. SLCC has a total program cost of \$4,461.00 and is also just a certificate program. The tuition and fees of the DSU Surgical Technology program are all inclusive. Each of these other institutions within the state add course fees and other expenses to the total cost listed.



**Data retrieved online through institution websites; DSU data equals base tuition plus Surgical Tech program differential tuition.*

Section V: Potential Earnings Capacity of Program Graduates

New graduates from the DSU Surgical Technology program usually start at approximately \$19.00 per hour depending on location and setting. A full time, entry level, certified surgical technologist (CST) can expect between \$40,000.00 and \$45,000.00 per year. The starting salary in many other states is higher.

Section VI: Societal Importance of the Program

Surgical technologists work as members of a healthcare team alongside physicians and surgeons, registered nurses, and other healthcare workers. Before an operation, surgical technologists prepare the operating room by setting up surgical instruments and equipment. During an operation, surgical technologists pass instruments and supplies to surgeons and first assistants. They also hold retractors, hold internal organs in place during the procedure, or set up robotic surgical equipment. Once the operation is complete, surgical technologists may apply bandages and other dressings to the incision site. They may also help transfer patients to recovery rooms and restock operating rooms after a procedure. Over 70% of surgical technologists are employed in hospitals and may work or be on call during nights, weekends, and holidays. These technologists are relied upon, and play a great role, in maintaining a sterile environment and limiting post-operative infections in patients.

The DSU Surgical Technology program is one of the premier programs in the region. Students consistently score above national averages on required board examinations. We are the only program serving the community of Southern Utah. The program is relied upon each year to supply the medical communities in Washington County, as well as across the state, with qualified “scrub techs” to staff their operating rooms.



Utah System of Higher Education

FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution:	Dixie State University
Fiscal Year:	2020
Prepared by:	Mike Peterson
Due date:	March 8, 2019
Program: Technical Writing and Digital Rhetoric	Submission Date: 3/8/2019

R510-4.2. Differential Tuition: Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

4.2.1. Student and Market Demand for the Program:

According to the Bureau of Labor Statistics, the 2016 median pay for a technical writer was \$69,850/yr or \$33.58/hr. The number of open jobs was 52,400 with a projected growth of 11% or 5,700 jobs added 2016-2026. In a survey of 17 of our current English majors, 12 (or 68.75%) indicated that they would consider enrolling in an MA degree in Technical Writing and Digital Rhetoric. 7 of the 31 students polled from other disciplines indicated that they would consider such a degree.

4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

At \$345 per credit hour for in-state and \$800 for out-of-state tuition, our master's degree is very competitive with other USHE institutions. The entire degree could cost as little as \$10,350. Financially, even with the differential tuition rates, it will be one of the most accessible master's degree program of any discipline in the entire state of Utah.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

Please see Appendix 1 for comparative tuition tables.

4.2.4. Potential Earnings Capacity of Program Graduates:

According to the Bureau of Labor Statistics, the 2016 median pay for a technical writer was \$69,850 or \$33.58 per hour, and the number of open jobs in 2016 was 52,400 with an additional 5,700 jobs projected to be added by 2026.

4.2.5. Societal Importance of the Program:

Dixie State is playing a critical role in expanding the Silicon Slopes of Northern Utah to the "Silicon Sands" of St. George. Science, technology, and healthcare industries are booming here, creating jobs, internships, and endless opportunities for research and collaboration—all of which will require students and employees with advanced skills in technical writing and digital communication.

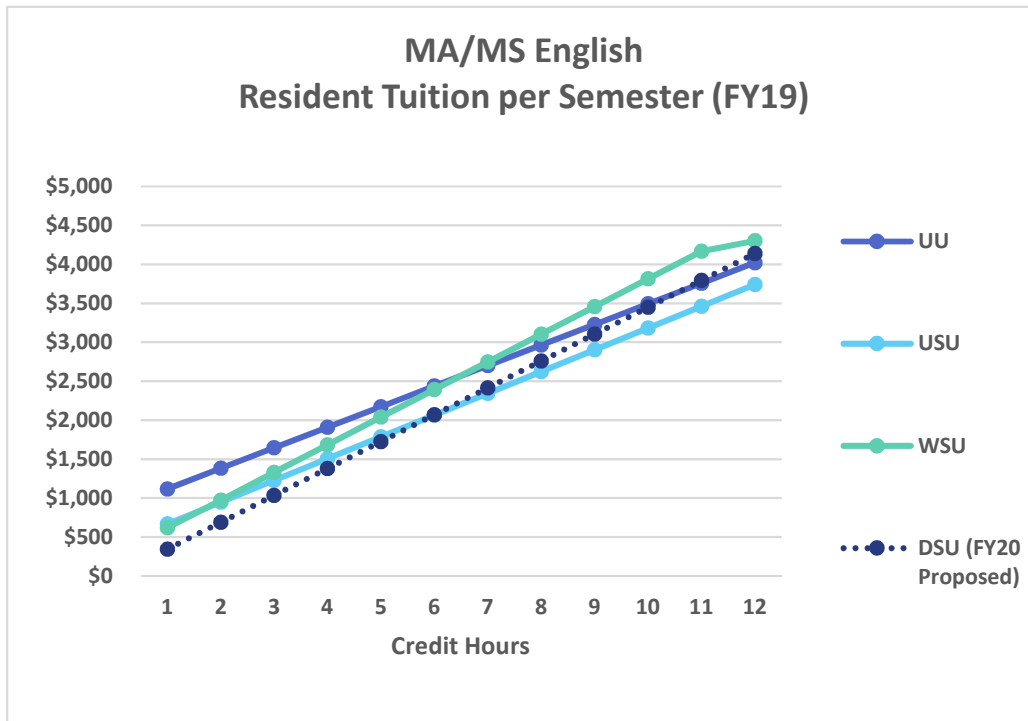
Estimated Student Program Enrollment and Number of Courses (including level designation, 1000, 2000, etc):

We anticipate about 10 new students in the program each year. During the first year, we anticipate 5-10 total. By the end of the second year, 15-20. And by the third year, 20 or more. We will offer a total of 11 courses, all with 6000-level designation: 7 will be hybrid classroom courses (3 required and 4 elective, including 3 special-topics courses) and 4 will be related to culminating projects (such as directed readings, portfolio creation, internships, and thesis work).

Estimated Revenue and Uses (including program and institution):

Revenue will fund Graduate Assistantships (GAs): 3 to 5 new GAs each year at approximately \$13,000/yr with an additional operating cost of \$1,000/yr per GA to cover supplies, phones, training, etc. Eventually, revenue may be used to also offer tuition waivers for GAs. Revenue will also be used to upgrade our library selection: approximately \$5,000 in the 1st year and \$500/yr thereafter. Revenue may also be used to supplement funding for a program-coordinator position.

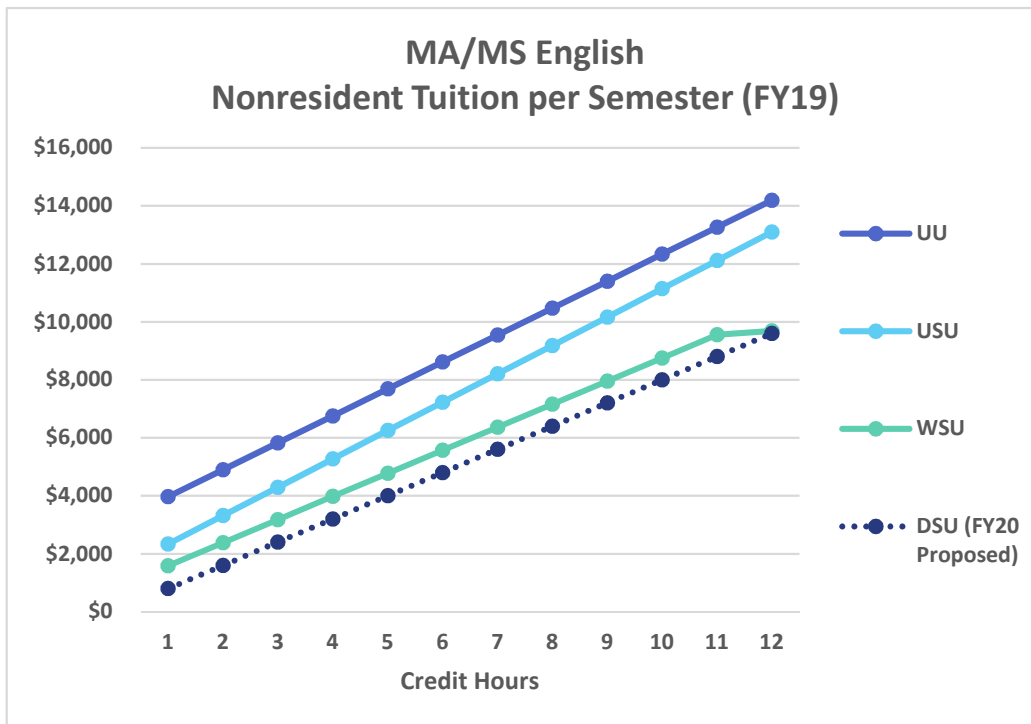
Appendix I: Tuition Rates of Comparable Programs (4.2.3)



Credit Hours	UU	USU	WSU	DSU (FY20 Proposed)
1	\$1,117	\$668	\$619	\$345
2	\$1,381	\$948	\$974	\$690
3	\$1,645	\$1,227	\$1,329	\$1,035
4	\$1,909	\$1,507	\$1,684	\$1,380
5	\$2,174	\$1,786	\$2,039	\$1,725
6	\$2,438	\$2,066	\$2,394	\$2,070
7	\$2,702	\$2,345	\$2,749	\$2,415
8	\$2,966	\$2,624	\$3,104	\$2,760
9	\$3,230	\$2,904	\$3,459	\$3,105
10	\$3,494	\$3,183	\$3,814	\$3,450
11	\$3,758	\$3,463	\$4,168	\$3,795
12	\$4,022	\$3,742	\$4,303	\$4,140
13	\$4,286	\$3,742	\$4,437	\$4,485
14	\$4,550	\$3,742	\$4,571	\$4,830
15	\$4,814	\$3,742	\$4,706	\$5,175
16	\$5,078	\$3,742	\$4,840	\$5,520
17	\$5,342	\$3,742	\$4,975	\$5,865
18	\$5,606	\$3,742	\$5,109	\$6,210

Source: Institutional websites

Appendix I: Tuition Rates of Comparable Programs (4.2.3)



Credit Hours	UU	USU	WSU	DSU (FY20 Proposed)
1	\$3,968	\$2,339	\$1,588	\$800
2	\$4,898	\$3,317	\$2,384	\$1,600
3	\$5,827	\$4,295	\$3,181	\$2,400
4	\$6,756	\$5,273	\$3,977	\$3,200
5	\$7,686	\$6,251	\$4,773	\$4,000
6	\$8,615	\$7,229	\$5,570	\$4,800
7	\$9,545	\$8,207	\$6,366	\$5,600
8	\$10,474	\$9,185	\$7,162	\$6,400
9	\$11,403	\$10,163	\$7,959	\$7,200
10	\$12,333	\$11,141	\$8,755	\$8,000
11	\$13,262	\$12,119	\$9,551	\$8,800
12	\$14,191	\$13,097	\$9,686	\$9,600
13	\$15,121	\$13,097	\$9,820	\$10,400
14	\$16,050	\$13,097	\$9,954	\$11,200
15	\$16,980	\$13,097	\$10,089	\$12,000
16	\$17,909	\$13,097	\$10,223	\$12,800
17	\$18,838	\$13,097	\$10,357	\$13,600
18	\$19,768	\$13,097	\$10,492	\$14,400

Source: Institutional websites

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

Fiscal Year: 2020

Program: Athletic Training

Institution: Dixie State University

Prepared by: Travis Ficklin

Due date: March 8, 2019

Submission Date: 3/8/2019

R510-4.2. Differential Tuition: Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

4.2.1. Student and Market Demand for the Program:

According to the U.S. Bureau of Labor Statistics (BLS), the growth of the Athletic Training profession is estimated to be 23% nationwide from 2016-2026. This is almost double the projected 12% growth in other allied healthcare professions and technical occupations, which already surpasses the 7% projected growth for all occupations. (www.bls.gov)

In Utah, the projected growth from 2014 to 2024 is 39.3% (jobs.utah.gov), with a current median salary of \$47k and an annual rate of growth of 4.3%. Per Utah's Department of Workforce Services:

"This occupation is expected to experience much faster than average employment growth, but there should be a low volume of annual job openings. Business expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade. Job prospects will be best for candidates with a degree from a bachelor's or master's degree program that is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and for those who have certification from the Board of Certification for the Athletic Trainer (BOC)."

In a recent survey conducted with current undergraduate students at DSU from the following undergraduate majors: Exercise Science, Population Health, Recreation and Sport Management, Other Health Science, Biology, and Secondary Education students were asked the following questions: (1) "Which of these potential Master's Degree interest you?" (Masters in Athletic Training, M.S. in Applied Kinesiology-emphasis in Special populations or M.S. in Applied Kinesiology-emphasis in Sport Performance) and (2) "If these programs become available at Dixie State University, how likely would you be to complete a Master's Degree here? ".

In response to question (1) 67.4 % of the students (n=62) reported they were interested in a Master's Degree in Athletic Training. In response to question (2) 69.9% reported that is highly likely or likely that they would stay at DSU to complete a Master's in Athletic Training if a program becomes available.

To ascertain demand for this or similar programs in Utah, an attempt to gather program application and acceptance information was made using public website data:

Weber State University (MAT): 40-50 applicants annually, with 18-20 accepted.

University of Utah (B.S.): 60+ applicants annually, with as many as 23 accepted.

Southern Utah University (B.S.): Unknown number of applicants annually, but approximately 25 accepted.

A brief synopsis of nationwide matriculation statistics for accredited MAT programs (available through CAATE - Appendix J) revealed the following:

Average number of applicants: 43.4

Average number of available slots: 18.7

Average number admitted: 20.9

Because of Utah's particularly high projected growth in the profession, and because of the unique athletic and sporting nature of this local and regional area, it is reasonable to propose a MAT program at DSU.

4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

We believe that a differential tuition will have little or no impact on student access and retention. The differential tuition for the MAT program is indicative of the graduate-level increased value of the degree in comparison to other degree programs on campus. The cost of the tuition will be reasonable to students as a necessity for advanced education in this allied health profession, which is on a par with other professional medical or therapy-related training.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

Please see Appendix 1 for comparative tuition tables. Tuition may be adjusted in the future based on student demand or adjustments to other program tuition rates. Tuition may also increase based on accreditation attainment.

4.2.4. Potential Earnings Capacity of Program Graduates:

In Utah, Athletic Trainers earn a median yearly salary of \$47,000.

4.2.5. Societal Importance of the Program:

Using a medical-based education model, athletic training students are educated to provide comprehensive patient care in five domains of clinical practice: prevention; clinical evaluation and diagnosis; immediate and emergency care; treatment and rehabilitation; and organization and professional health and well-being. The educational requirements include acquisition of knowledge, skills and clinical abilities along with a broad scope of foundational behaviors of professional practice. Students complete an extensive clinical learning requirement that is embodied in the clinical integration proficiencies (professional, practice-oriented outcomes) as identified in the Athletic Training Education Competencies.

The growth of our local service area, in schools, athletics, and medical clinics, will create openings for graduates of the program. These openings align with societal needs locally, which are reflective of typical needs broadly. For example: Washington County is host and home to athletic and sporting events year-round. These include marquis events like the St. George Marathon and Huntsman World Senior Games, college athletics, and youth tournaments for a variety of sports. With the expansion of DSU's hosting of state football, basketball, and swimming tournaments for high schools, the need for local athletic training services will continue to grow.

Implementation of the MAT program will provide graduates that can meet the growing need for Athletic Training services for these events. In addition, these events will benefit our students by providing "real world" clinical education experience toward the completion of their degree, a requirement of accreditation. Additionally, it benefits DSU athletics, which currently utilizes external coverage, overseen through Intermountain Healthcare. DSU is currently formally studying an invitation to join the Western Athletic Conference (WAC) and elevate its athletic status to NCAA Division I. This would increase the need for athletic trainers and a program to train and supervise them exponentially.

Estimated Student Program Enrollment and Number of Courses (including level designation, 1000, 2000, etc):

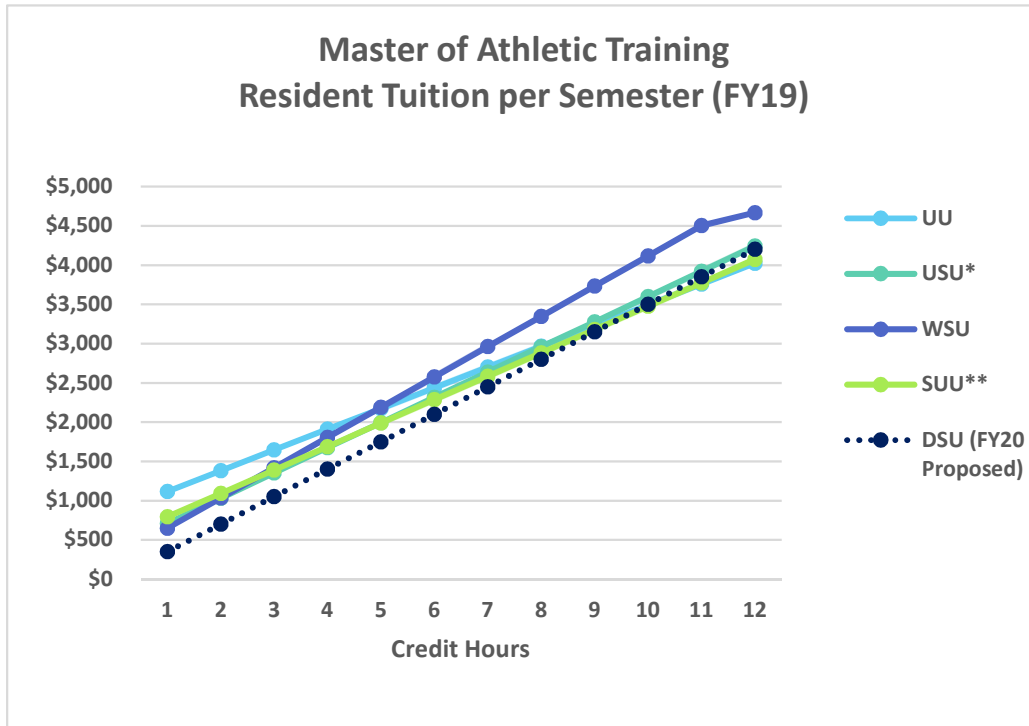
We anticipate about 40 students per year. During the first year, we anticipate accepting 10 students, then increasing to 25 students in year two, 35 students in year three and by year four to 40 students. We will offer 21 courses, all of them are at 6000 level designation.

Estimated Revenue and Uses (including program and institution):

Revenues from the MAT program will fund the following:

- Two new faculty members with benefits and a full-time administrative assistant to support the program director.
- Equipment- therapeutic modalities, anatomical models, skeletons, general and emergency medical equipment, exam tables.
- Expendable medical supplies (tape, bandaging, splinting materials, urinalysis kits, acute/emergency care supplies.
- Library resources
- Yearly continuing education- National Athletic Trainers Association (NATA) Dues, Board of Certification certification Fee, Utah Licensure fee and NATA Conference travel.
- Yearly accreditation fees.
- Preceptors that will supervise MAT students during clinical assignments.

Appendix I: Tuition Rates of Comparable Programs (4.2.3)



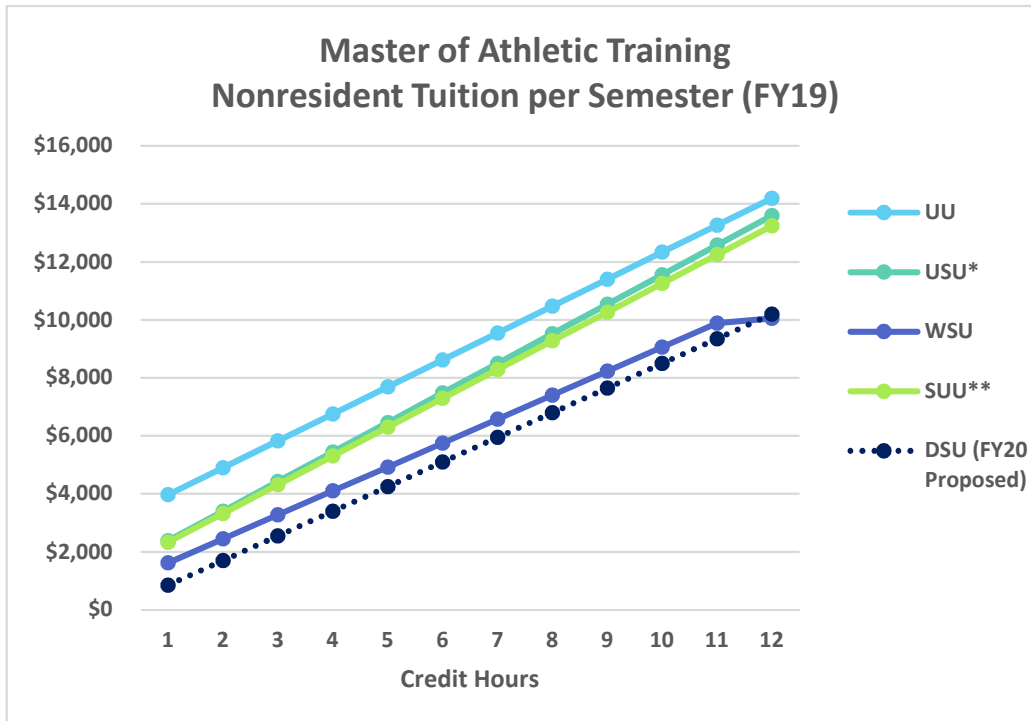
Credit Hours	UU	USU*	WSU	SUU**	DSU (FY20 Proposed)
1	\$1,117	\$710	\$649	\$795	\$350
2	\$1,381	\$1,031	\$1,034	\$1,093	\$700
3	\$1,645	\$1,352	\$1,420	\$1,391	\$1,050
4	\$1,909	\$1,673	\$1,805	\$1,689	\$1,400
5	\$2,174	\$1,994	\$2,190	\$1,987	\$1,750
6	\$2,438	\$2,315	\$2,576	\$2,285	\$2,100
7	\$2,702	\$2,636	\$2,961	\$2,583	\$2,450
8	\$2,966	\$2,957	\$3,346	\$2,881	\$2,800
9	\$3,230	\$3,278	\$3,732	\$3,179	\$3,150
10	\$3,494	\$3,600	\$4,117	\$3,477	\$3,500
11	\$3,758	\$3,921	\$4,502	\$3,775	\$3,850
12	\$4,022	\$4,242	\$4,667	\$4,073	\$4,200
13	\$4,286	\$4,283	\$4,832	\$4,371	\$4,550
14	\$4,550	\$4,325	\$4,997	\$4,669	\$4,900
15	\$4,814	\$4,366	\$5,161	\$4,967	\$5,250
16	\$5,078	\$4,408	\$5,326	\$5,265	\$5,600
17	\$5,342	\$4,450	\$5,491	\$5,563	\$5,950
18	\$5,606	\$4,491	\$5,655	\$5,861	\$6,300

*MS Health & Human Movement

**MS Sports Conditioning & Performance

Source: Institutional websites

Appendix I: Tuition Rates of Comparable Programs (4.2.3)



Credit Hours	UU	USU*	WSU	SUU**	DSU (FY20 Proposed)
1	\$3,968	\$2,381	\$1,618	\$2,331	\$850
2	\$4,898	\$3,401	\$2,445	\$3,323	\$1,700
3	\$5,827	\$4,420	\$3,272	\$4,315	\$2,550
4	\$6,756	\$5,440	\$4,098	\$5,307	\$3,400
5	\$7,686	\$6,459	\$4,925	\$6,299	\$4,250
6	\$8,615	\$7,479	\$5,752	\$7,291	\$5,100
7	\$9,545	\$8,499	\$6,578	\$8,283	\$5,950
8	\$10,474	\$9,518	\$7,405	\$9,275	\$6,800
9	\$11,403	\$10,538	\$8,232	\$10,267	\$7,650
10	\$12,333	\$11,558	\$9,058	\$11,259	\$8,500
11	\$13,262	\$12,577	\$9,885	\$12,251	\$9,350
12	\$14,191	\$13,597	\$10,050	\$13,243	\$10,200
13	\$15,121	\$13,639	\$10,215	\$14,235	\$11,050
14	\$16,050	\$13,680	\$10,379	\$15,227	\$11,900
15	\$16,980	\$13,722	\$10,544	\$16,219	\$12,750
16	\$17,909	\$13,763	\$10,709	\$17,211	\$13,600
17	\$18,838	\$13,805	\$10,873	\$18,203	\$14,450
18	\$19,768	\$13,847	\$11,038	\$19,195	\$15,300

*MS Health & Human Movement

**MS Sports Conditioning & Performance

Source: Institutional websites

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

Fiscal Year: 2020

Institution: Dixie State University

Prepared by: Nathan Meng

Due date: March 8, 2019

Program: Marriage and Family Therapy

Submission Date: 3/8/2019

R510-4.2. Differential Tuition: Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

4.2.1. Student and Market Demand for the Program:

One of the current issues within the state of Utah, is the lack of ability to fill the demand for licensed Marriage and Family Therapists (MFTs). Currently, there are only 2 Masters level programs for MFTs in the state, and they enroll a total of 18 students per year with an acceptance rate of 20%, and only one of these programs is part of the USHE system. Employment of marriage and family therapists is projected to grow 23 percent from 2016 to 2026, much faster than the average for all occupations. Given that Utah is already lacking in MFT practitioners, this growth will lead to a large increase in job opportunities within the MFT field in Utah. The reason for this growth is due to the increasing use of integrated care, in which the treatment of multiple problems are addressed in an integrated fashion by a group of specialists who coordinate treatment options.

Many DSU students are interested in obtaining needed training to be effective therapists, while also wanting to remain in the Southern Utah area. For example, 56 Psychology majors responded to a survey asking about their interest in pursuing a Master's degree in MFT. Of the 56, 39 (70%) said they were interested in pursuing this degree. However, when these same students were asked if they'd be interested in a Master's in MFT program at Dixie State, 45 (80%) said they were interested.

4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

We believe that a differential tuition will have little or no impact on student access and retention. The cost of the tuition will be viewed by the students as a necessity for an advanced degree that will include access to job placement and pedagogy that will prepare them for the licensing exam.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

Please see Appendix 1 for comparative tuition tables. Tuition may be adjusted in the future based on student demand and relative to other program tuition rates. Tuition may also increase based on accreditation attainment. DSU is committed to offering a strong program that is also affordable. DSU would be comparable and even lower than other similar programs within the area.

4.2.4. Potential Earnings Capacity of Program Graduates:

Salaries in the MFT range anywhere from \$39,000 to \$76,745 with a high of about \$110,000. Entry level positions start around \$40,000. The national average salary is \$71,000. The average in St George is a little over \$63,000, according to Psychology Today and various employment agencies.

4.2.5. Societal Importance of the Program:

A master's degree is being requested to respond to student and employer demand in Washington County. Marriage and Family Therapists are a high-demand profession. Graduates are likely candidates for key positions in residential, behavioral health and private practices. There is currently a demand for competent clinicians, particularly those that specialize in working with children. The goal of the Marriage and Family Therapy Master's Program is to prepare competent and ethical mental health professionals dedicated to improving the human condition through both prevention and intervention. As such, this degree will provide necessary experience to prepare students for licensure as Marriage and Family Therapists, with the curriculum providing extensive opportunities through clinical practicum courses to develop their skills in practical environments. Program faculty emphasize a multilevel, systemic perspective that includes individual internal relationship processes and reflects cultural meanings, constraints, and global complexity, with a particular focus on working with children. This degree will align with other USHE programs by focusing on children initially, with the possibility of eventually expanding to add focus areas for adolescents (including recreation therapy), culture specific, and for older individuals.

Estimated Student Program Enrollment and Number of Courses (including level designation, 1000, 2000, etc):

We anticipate and can accept a maximum of 8 students per year due to accreditation standards. The program is cohort based, for years two and beyond we anticipate 16 students (8 in each cohort).

Two degrees are being proposed: a Master's in Marriage and Family Therapy (MMFT) and a Master of Science degree in Marriage and Family Therapy (M.S. in MFT). The core course requirements for the two programs are identical except for the Thesis requirement in the M.S. program. The 14 common core courses total 45 credit hours, which both programs must complete for graduation, while the Thesis requirement is one course for 6 credit hours. All of the courses offered are at the 6000 level designation.

Estimated Revenue and Uses (including program and institution):

Revenues from tuition will fund the following:

- New full-time faculty member and part-time staff position to coordinate off-site clinical hours.

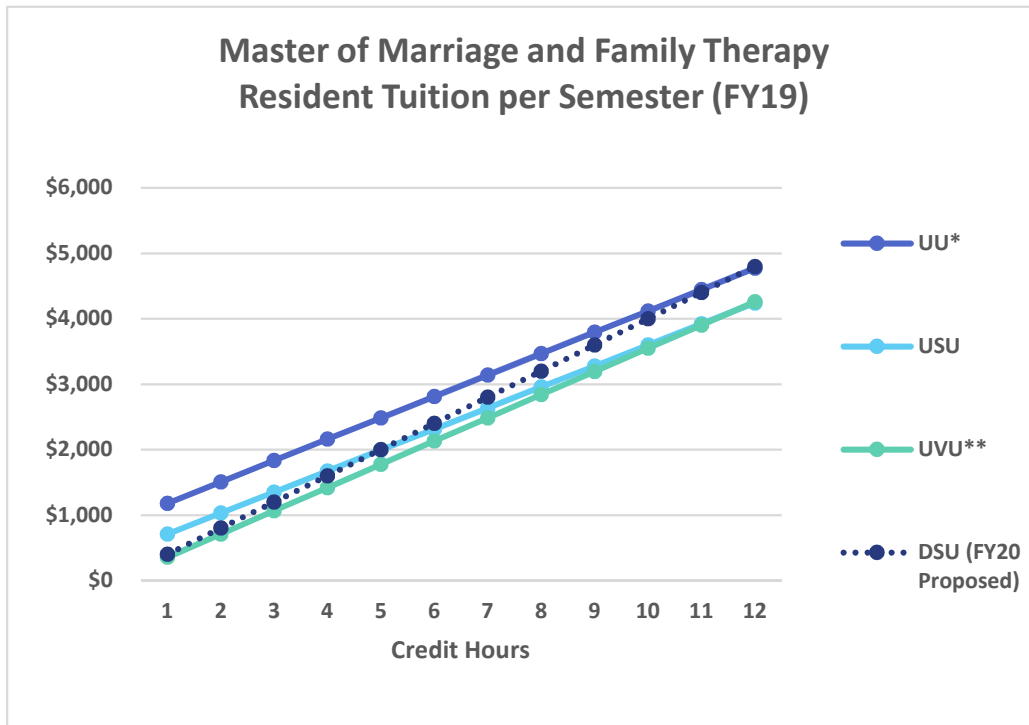
- Clinical practicum supervisors

- Equipment to facilitate video supervised practicum experiences.

- Operating costs including library resources, supplies, marketing, travel and professional development for faculty to sustain a Master's level program.

- Accreditation costs (COAMFTE)

Appendix I: Tuition Rates of Comparable Programs (4.2.3)



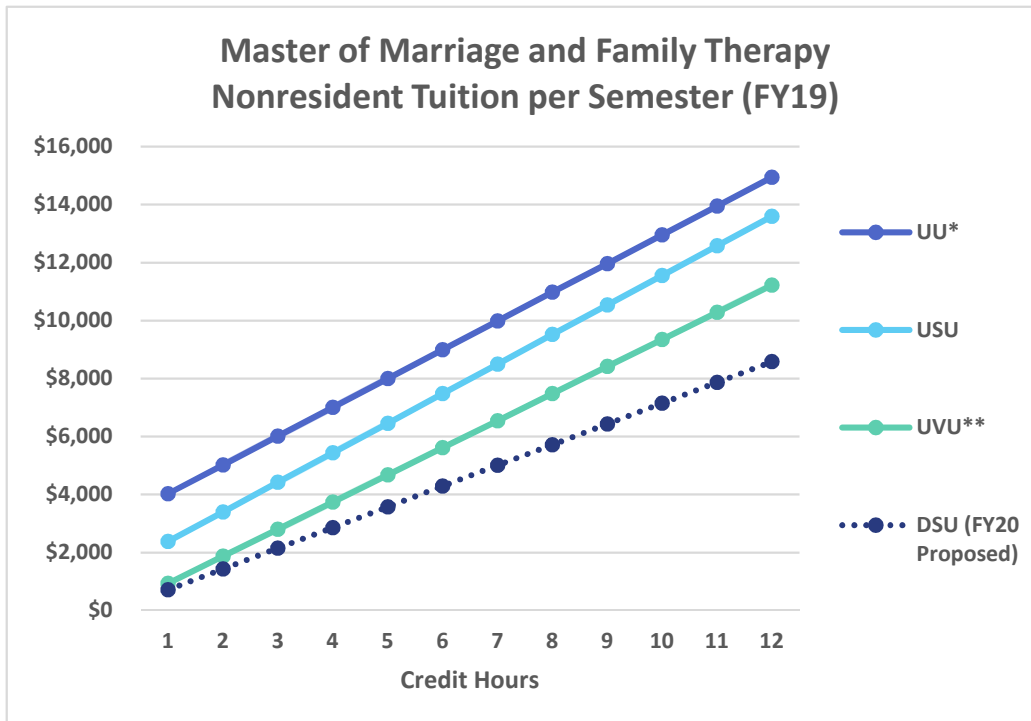
Credit Hours	UU*	USU	UVU**	DSU (FY20 Proposed)
1	\$1,180	\$710	\$355	\$400
2	\$1,506	\$1,031	\$710	\$800
3	\$1,833	\$1,352	\$1,065	\$1,200
4	\$2,160	\$1,673	\$1,420	\$1,600
5	\$2,486	\$1,994	\$1,775	\$2,000
6	\$2,813	\$2,315	\$2,130	\$2,400
7	\$3,140	\$2,636	\$2,485	\$2,800
8	\$3,466	\$2,957	\$2,840	\$3,200
9	\$3,793	\$3,278	\$3,195	\$3,600
10	\$4,119	\$3,600	\$3,550	\$4,000
11	\$4,446	\$3,921	\$3,905	\$4,400
12	\$4,773	\$4,242	\$4,260	\$4,800
13	\$5,099	\$4,283	\$4,615	\$5,200
14	\$5,426	\$4,325	\$4,970	\$5,600
15	\$5,753	\$4,366	\$5,325	\$6,000
16	\$6,079	\$4,408	\$5,680	\$6,400
17	\$6,406	\$4,450	\$6,035	\$6,800
18	\$6,732	\$4,491	\$6,390	\$7,200

*MEd Clinical Mental Health Counseling

**Master of Social Work

Source: Institutional websites

Appendix I: Tuition Rates of Comparable Programs (4.2.3)



Credit Hours	UU*	USU	UVU**	DSU (FY20 Proposed)
1	\$4,031	\$2,381	\$935	\$715
2	\$5,023	\$3,401	\$1,870	\$1,430
3	\$6,015	\$4,420	\$2,805	\$2,145
4	\$7,007	\$5,440	\$3,740	\$2,860
5	\$7,999	\$6,459	\$4,675	\$3,575
6	\$8,991	\$7,479	\$5,610	\$4,290
7	\$9,983	\$8,499	\$6,545	\$5,005
8	\$10,974	\$9,518	\$7,480	\$5,720
9	\$11,966	\$10,538	\$8,415	\$6,435
10	\$12,958	\$11,558	\$9,350	\$7,150
11	\$13,950	\$12,577	\$10,285	\$7,865
12	\$14,942	\$13,597	\$11,220	\$8,580
13	\$15,934	\$13,639	\$12,155	\$9,295
14	\$16,926	\$13,680	\$13,090	\$10,010
15	\$17,918	\$13,722	\$14,025	\$10,725
16	\$18,910	\$13,763	\$14,960	\$11,440
17	\$19,902	\$13,805	\$15,895	\$12,155
18	\$20,894	\$13,847	\$16,830	\$12,870

*MEd Clinical Mental Health Counseling

**Master of Social Work

Source: Institutional websites

Utah Valley University Request for Differential Tuition Master of Physician Assistant Program

During their November 29, 2018, Board meeting, the UVU Board of Trustees approved a Master’s of Physician Assistant program. The finance section for the R401 for this new program request included revenue based on a differential graduate tuition rate. Revenue generated through this tuition differential rate will directly support this new graduate program and provide related institutional support. This projected tuition rate is being communicated to prospective students and no students are currently enrolled in the program. Thus, no negative impact on student access/retention is anticipated.

Currently, UVU has six graduate tuition scales:

- 1) Base graduate tuition scale used by the Master of Education and Master of Nursing programs
- 2) MBA
- 3) Master of Accountancy and Master of Financial Planning and Analytics
- 4) Master of Computer Science
- 5) Master of Social Work and Master of Arts in Marriage and Family Therapy
- 6) Master of Public Services and Master of Cybersecurity.

UVU is proposing the addition of one new differential graduate tuition scale based on comparability with similar programs at other institutions as well as potential graduate career opportunities and earnings.

Master of Physician Assistant—The Physician Assistant tuition rate will be comprised of the base graduate tuition rate (yet to be established for 2019-20) plus a differential tuition. In total, the tuition rate for resident students will be \$856 per credit up to 10 credit hours with a 10+ credit hour plateau rate of \$8,560 and for nonresident students \$1,626 per credit up to 10 credit hours with a 10+ credit hour plateau rate of \$16,260 per semester.

Graduates of this program will be in high demand locally and across the state and have strong career earning potential. During 2018-19, Physician Assistant resident tuition rates per semester at the University of Utah were \$9,793.17 and at Rocky Mountain Health Professions range from \$10,802 to \$18,658 per semester.

**Master of Physician Assistant
2019-20 Tuition Scale Per Semester**

Credits	Resident	Non Resident
1	\$856	\$1,626
2	\$1,712	\$3,252
3	\$2,568	\$4,878
4	\$3,424	\$6,504
5	\$4,280	\$8,130
6	\$5,136	\$9,756
7	\$5,992	\$11,382
8	\$6,848	\$13,008
9	\$7,704	\$14,634
10+	\$8,560	\$16,260

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution:	Utah Valley University
Fiscal Year:	2020
Prepared by:	LM
Due date:	March 8, 2019
Submission Date:	8-Mar-19
Program:	Master of Physician Assistant (Spring 2020)

R510-4.2. Differential Tuition: Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

4.2.1. Student and Market Demand for the Program:

Last year, Burning Glass Technologies reported 67 PA job postings for the Provo-Orem metropolitan area and 501 job postings (both new positions and vacant positions) for the State of Utah. The limited access to PA programs in Utah, coupled with high student and market demand, draws students from Utah to out-of-state programs.

4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The finance portion of the R401 New Program request included a tuition differential for students in this program and revenue generated from the differential is critical to successful implementation and sustainability of the program. The proposed tuition rate is being communicated to prospective students; thus, no negative impact on student access is anticipated. No students are currently enrolled in this program; thus, there will be no impact on student retention.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

UVU's proposes per semester 2019-20 tuition rate for residents of \$856 per credit up to 10 credit hours with a 10+ credit hour plateau rate of \$8,560 and nonresident rate of \$1,626 per credit up to 10 credit hours with a 10+ credit hour plateau rate of \$16,260. Resident students completing UVU's PA program can anticipate a total tuition cost of \$59,520 while nonresident students can anticipate a total tuition cost of \$98,420. During 2018-19, PA resident tuition rates at the University of Utah are \$9,793.17 per semester (or 68,552.19 total tuition) and Rocky Mountain Health Professions tuition ranges from \$10,802 to \$18,658 per semester (or \$111,948 total tuition).

4.2.4. Potential Earnings Capacity of Program Graduates:

Depending on data source, mean annual salary for PA job postings in Utah ranges from \$74,055 to \$98,050, much higher than average annual earnings

4.2.5. Societal Importance of the Program:

Over the past decades and forecasted for decades to come, the population of Utah and Utah County will continue to increase. This growing and aging population will increase demand for health care and health care providers. This program will prepare graduates for work in the health care and social assistance sectors of our economy.

Estimated Student Program Enrollment and Number of Courses (including level designation, 1000, 2000, etc):

All courses in the PA program are at the graduate level. The program requires the completion of 95 credit hours over a consecutive seven semesters. The program is expected to admit 30 students each Spring semester (January).

Estimated Revenue and Uses (including program and institution):

When fully operational (2021-22), tuition is estimated to generate \$1,826,550 annually. This revenue will be used to support direct ongoing program costs comprised of salaries/wages/benefits of \$1,222,587 and operating expenses of \$277,750, one-time program costs for equipment and supplies of \$200,000, and indirect institutional costs of \$126,213.

USHE Institutions with Differential Tuition
2018-2019

UU Undergraduate Program	Zero Hour	Per Credit	WSU Undergraduate Program	Zero Hour	Per Credit
Business		x	Business		x
Nursing		x	N Programs = 1	0	1
Science		x			
Engineering		x	Graduate Program	Zero Hour	Per Credit
N Programs = 4	0	4	Accounting		x
Graduate Program	Zero Hour	Per Credit	Athletic Training		x
Accounting	x	x	Business		x
Architecture		x	Communications		x
Biomedical Informatics	x	x	Computer Engineering		x
Business		x	Computer Science		x
Communication Disorders	x		Criminal Justice		x
Educational Psychology		x	Education		x
Electrical & Comp Engg (online)		x	English		x
Engineering		x	Health Administration		x
Entertainment Arts & Engg		x	Nursing		x
Genetic Counseling		x	Quality & Lean Mfg		x
Gerontology	x	x	Radiological Science		x
Int'l Affairs & Global Enterprise	x		Respiratory Therapy		x
Law		x	Taxation		x
Legal Studies		x	N Programs = 15	0	15
Medicine	x		SUU Graduate Program	Zero Hour	Per Credit
Nursing	x	x	Accounting		x
Nutrition		x	Business		x
Occupational Health		x	Communications		x
Pharmacy	x		Fine Arts		x
Physical Therapy	x		Public Administration		x
Physician Assistant	x		Sports Conditioning & Performance		x
Population Health Sciences		x	N Programs = 6	0	6
Public Administration		x			
Public Health		x	SC Undergraduate Program	Zero Hour	Per Credit
Public Policy		x	Music		x
Software Development		x	Software Engineering		x
Social Work		x	N Programs = 2	0	2
Teaching Fine Arts		x			
N Programs = 32	10	22	DSU Undergraduate Program	Zero Hour	Per Credit
USU Undergraduate Program	Zero Hour	Per Credit	Nursing		x
Arts		x	Dental Hygiene		x
Business		x	N Programs = 2	0	2
Engineering		x			
Landscape Archt. & Enviro Plan.		x	Graduate Program	Zero Hour	Per Credit
N Programs = 4	0	4	Accounting		x
Graduate Program	Zero Hour	Per Credit	N Programs = 1	0	1
Arts		x	UVU Graduate Program	Zero Hour	Per Credit
Business		x	Business		x
Communication Disorders		x	Accountancy		x
Education		x	Computer Science		x
Engineering		x	Social Work		x
Human Services		x	Public Service		x
Landscape Archt. & Enviro Plan.		x	Cybersecurity		x
Natural Resource		x	Nursing		x
Veterinary Medicine		x	N Programs = 7	0	7
N Programs = 9	0	9	USHE Totals		
			Undergraduate	0	13
			Graduate	10	60
			N Programs = 83		

March 20, 2019

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – Regent Audit Committee Report

Issue

In accordance with Board of Regents policy R565-4.6, the Regent Audit Subcommittee met with trustees and staff from all eight institutions to review the state of each institution's internal audit efforts.

Background

On March 8, 2019, the Regent Audit Subcommittee met with the Commissioner; Associate Commissioner for Finance, Facilities, Research, and Planning; and the Director of Audit and Financial Services to discuss system internal audit operations, risk mitigation efforts, and the system office's outreach to institution internal auditors. Discussion topics with the Commissioner and staff included:

- Efforts to identify and mitigate system-wide risk
- Training provided to institution boards of trustees and institution auditors
- Ethics controls and allegations reporting
- Internal audit work completed in 2018 by the OCHE auditor
- System internal audit work scheduled for 2019
- System coordination with institution trustees and internal audit directors
 - Annual meeting with internal audit directors
 - Regional internal auditor training and collaboration
 - Annual auditor/controller training
 - Performance audit training
 - Annual training with auditors from USHE institutions, private in-state institutions, Wyoming, and Idaho
 - Regular information sharing emails
- Recently completed and ongoing external audits

The Regent Audit Subcommittee also met separately with each institution's trustee chair (or designee), audit committee chair (or designee), internal audit director, and invited institution management. Representatives from each institution presented a 10-minute summary on internal audit work completed during calendar year 2018 and on work planned for calendar year 2019, followed by a discussion led by the Regent Audit Subcommittee. Discussion topics with institution trustees and staff included:

- Institution risk assessment process
- Audits completed during calendar year 2018
- Audits planned for calendar year 2019
- Fraud prevention and detection efforts
- Overall impact of institution internal auditors

Following each meeting with institution representatives, the Regent Audit Subcommittee met privately with each institution's audit committee chair (or designee) to discuss any other outstanding issues regarding the institution's internal audit function.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/KLH/DSP

March 20, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Review of 2018 Financial Statements
Issue

The Board has requested an annual review of institutional audited financial statements to assist in its fiduciary responsibility for financial oversight for the USHE institutions.

Background

In 2016, the Finance and Facilities Committee of the Board of Regents requested that the Commissioner's Office include an annual audited financial statement review as part of its spring Board meeting. The committee asked that a report be prepared that provides a comprehensive look at the system using the annual audited institution financial statements including the Statement of Net Position (Balance Sheet), Statement of Revenues, Expenses, and Net Position (Income Statement), Statement of Cash Flows, and a report on expenditures by functional classification.

The Commissioner's Office staff has prepared a year-over-year review of each of these financial statements for each institution and system total. In addition, a review of the institutional expenses by functional classification as reported to IPEDS has also been included for Board reference and review.

- **The Statement of Net Position (Balance Sheet):** This report provides a snapshot of the institution's overall assets and liabilities on the last day of the fiscal year, which is June 30. The institution's change in net position is calculated using the formula: Total Assets – Total Liabilities.

All eight USHE institutions show a positive increase in their respective net positions, with an overall USHE increase of 9.8% for 2018 compared to 2017.

Additionally, the Statement of Net Position is used to help calculate the Primary Reserve Ratio – one of the key financial metrics used to measure financial viability and the liquidity of the institution. A primary reserve ratio of 1.0 or greater shows institution financial viability for the reported fiscal year.

All of the institutional primary reserve ratios meet or exceed the expected 1.0 score with scores ranging from 1.07 to 2.0. The system primary reserve ratio for 2018 was 1.22.

- **The Statement of Revenues, Expenses, and Changes in Net Position (Income Statement):** This report shows how an institution's finances change over the fiscal year through a review of

operating and non-operating revenues and expenses. The relationship between this statement and the Statement of Net Position is explained with the following formulas.

- Change in Net Position = total revenue - total expenses (Income Statement)
- Change in Net Position = change in total assets – change in total liabilities (Balance Sheet)

The Statement of Revenues, Expenses and Changes in Net Position is used to calculate the Return on Net Assets (RONA) ratio. This ratio measures the earnings generated from invested capital (assets) and provides an indication of how well an institution is using its assets and working capital. Higher RONA ratios indicate that the institution is using its assets and working capital efficiently and effectively. Higher education institutions typically expect to have a RONA ratio that averages between 2-4% over time.

All eight institutions had a positive RONA ratio in fiscal year 2018. Seven of the eight had a RONA ratio that met or exceeded the expected ratio range of 3 – 4% overtime. The RONA ratio is tracked over multiple years, so even though SUU was the only exception this year with a RONA ratio of 0.8% in 2018, the SUU RONA ratio for the previous three years was 4.4%, 1.6%, and 6.4%. The average annual RONA ratio for SUU over the last 4 years is 3.3% and falls within the expected range.

One additional note for the Board to be aware of is that while Snow College has a healthy RONA this year, it is due to the substantial legislative investment in capital assets in 2018. Without this appropriation, Snow's RONA would actually be negative similar to the prior year. Snow College and the Commissioner's Office will continue to monitor this ratio and provide reports to the Board if any additional concerns arise.

- **The Cash Flow Statement:** This report shows the inflows and outflows of cash over the year for the institution. USHE institutions use accrual-based accounting – which means that the institution books revenues when earned and expenses when incurred. Accrual-based accounting is different from cash-based accounting where revenue is recognized when collected and expenses are recognized when paid.

Overall, the USHE institutions continue to be financially viable and healthy as demonstrated by the financial statements and the key financial ratios. If Board members have specific questions regarding the 2018 audited financial statements, Institution representatives will be available at the March Board meeting.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH
Attachments

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF NET POSITION
FOR THE YEARS ENDED JUNE 30, 2017 AND 2018
(in thousands of dollars)

	UU			USU			WSU			SUU			SNOW		
	2017	2018	% Change	2017	2018	% Change	2017	2018	% Change	2017	2018	% Change	2017	2018	% Change
Assets															
Current Assets															
Cash & cash equivalents	\$404,419	\$489,281	21.0%	\$42,509	\$41,382	-2.7%	\$34,445	\$31,071	-9.8%	\$19,214	\$18,703	-2.7%	\$6,239	\$6,458	3.5%
Short-term investments	\$806,933	\$923,901	14.5%	\$75,861	\$56,002	-26.2%	\$10,201	\$31,439	208.2%	\$14,196	\$19,219	35.4%	\$3,597	\$4,162	15.7%
Receivables, net	\$446,532	\$527,465	18.1%	\$56,722	\$60,360	6.4%	\$6,189	\$7,424	20.0%	\$7,549	\$7,545	-0.1%	\$657	\$907	38.1%
Pledges receivable, net							\$1,021	\$602	-41.1%	\$431	\$592	37.3%			
Notes receivable				\$2,073	\$2,471	19.2%	\$1,132	\$1,085	-4.2%	\$671	\$507	-24.5%	\$1,093		-100.0%
Inventory	\$73,278	\$85,948	17.3%	\$4,076	\$3,698	-9.3%	\$4,126	\$2,625	-36.4%	\$1,554	\$1,068	-31.3%	\$140	\$156	11.8%
Other assets and prepaid expenses	\$28,443	\$30,414	6.9%	\$4,484	\$5,656	26.1%	\$2,079	\$1,856	-10.7%	\$6,426	\$4,575	-28.8%	\$80	\$173	115.3%
Total current assets	\$1,759,605	\$2,057,009	16.9%	\$185,726	\$169,569	-8.7%	\$59,193	\$76,102	28.6%	\$50,041	\$52,210	4.3%	\$11,806	\$11,856	0.4%
Noncurrent Assets															
Restricted cash & cash equivalents	\$210,477	\$171,240	-18.6%	\$31,767	\$40,709	28.2%	\$15,469	\$14,212	-8.1%	\$5,122	\$1,527	-70.2%	\$2,670	\$161	-94.0%
Restricted short-term investments		\$3,226		\$3,345	\$1,398	-58.2%								\$77	
Investments	\$1,206,654	\$1,171,914	-2.9%	\$301,768	\$329,034	9.0%	\$188,836	\$194,447	3.0%	\$52,488	\$57,705	9.9%	\$5,700	\$5,016	-12.0%
Restricted Investments	\$559,208	\$596,362	6.6%	\$176,600	\$190,567	7.9%							\$8,012	\$9,939	24.0%
Restricted receivables, net	\$64,503	\$143,827	123.0%	\$20,344	\$11,594	-43.0%									
Restricted notes receivables				\$55	\$52	-5.7%									
Restricted Split-Interest Agreements					\$1,928										
Accounts receivables				\$17,179	\$15,762	-8.3%	\$3,712	\$3,272	-11.8%						
Notes receivables				\$10,355	\$9,364	-9.6%	\$4,558	\$3,715	-18.5%	\$11,049	\$11,106	0.5%			
Pledges receivable							\$3,047	\$4,037	32.5%	\$5,767	\$602	-89.6%			
Donated property held for sale	\$1,218	\$1,263	3.7%	\$396	\$385	-2.7%									
Net pension asset	\$4	\$4	0.0%	\$0	\$0	516.7%				\$0	\$0	177.2%			
Other assets	\$26,025	\$20,186	-22.4%	\$121	\$103	-14.4%		\$19,157		\$846	\$846	0.0%			
Capital assets, net	\$2,959,044	\$3,323,706	12.3%	\$857,392	\$911,459	6.3%	\$358,162	\$359,996	0.5%	\$141,690	\$150,596	6.3%	\$89,198	\$111,175	24.6%
Total noncurrent assets	\$5,027,133	\$5,431,728	8.0%	\$1,419,322	\$1,512,356	6.6%	\$573,784	\$598,836	4.4%	\$216,961	\$222,381	2.5%	\$105,579	\$126,367	19.7%
Total assets	\$6,786,738	\$7,488,737	10.3%	\$1,605,048	\$1,681,926	4.8%	\$632,976	\$674,937	6.6%	\$267,002	\$274,591	2.8%	\$117,386	\$138,223	17.8%
Deferred Outflows of Resources															
Deferred loss on bonding refund	\$7,159	\$15,756	120.1%	\$3,012	\$7,481	148.4%	\$633	\$585	-7.7%	\$355		-100.0%			
Deferred outflows related to pensions	\$69,753	\$67,378	-3.4%	\$20,520	\$20,678	0.8%	\$7,893	\$7,988	1.2%	\$5,147	\$5,972	16.0%	\$2,058	\$2,032	-1.3%
Total deferred outflows of resources	\$76,912	\$83,134	8.1%	\$23,532	\$28,159	19.7%	\$8,527	\$8,573	0.5%	\$5,503	\$5,972	8.5%	\$2,058	\$2,032	-1.3%
Liabilities															
Current liabilities															
Accounts payable to the State of Utah	\$23,861	\$43,979	84.3%	\$8,388	\$6,797	-19.0%	\$2,698	\$2,514	-6.8%	\$2,437	\$3,001	23.1%	\$1,015	\$249	-75.4%
to Others	\$155,061	\$152,967	-1.4%	\$55,750	\$60,577	8.7%	\$2,049	\$1,328	-35.2%	\$581	\$2,347	303.8%	\$1,068	\$1,226	14.8%
Accrued liabilities							\$615	\$577	-6.2%						
Accrued payroll	\$150,926	\$160,595	6.4%				\$170	\$160	-5.9%	\$2,719	\$2,814	3.5%			
Compensated absences and early retirement benefits	\$60,954	\$66,934	9.8%	\$18,376	\$19,759	7.5%	\$3,083	\$3,379	9.6%	\$2,312	\$2,349	1.6%	\$702	\$614	-12.6%
Unearned revenue	\$68,620	\$73,689	7.4%	\$20,836	\$25,282	21.3%	\$8,183	\$8,479	3.6%	\$6,626	\$6,615	-0.2%	\$422	\$392	-7.2%
Deposits and other liabilities	\$119,991	\$132,443	10.4%	\$458	\$483	5.5%	\$1,816	\$2,184	20.3%	\$653	\$752	15.3%	\$510	\$649	27.2%
Funds held for others				\$77	\$109	42.1%									
Bonds, notes, and contracts payable															
to the state of Utah	\$4,010		-100.0%	\$149	\$49	-66.9%								\$47	
to Others	\$101,951	\$74,285	-27.1%	\$10,898	\$9,080	-16.7%	\$2,829	\$2,909	2.8%	\$2,848	\$3,304	16.0%	\$607	\$634	4.5%
Total current liabilities	\$685,374	\$704,892	2.8%	\$114,933	\$122,137	6.3%	\$21,443	\$21,530	0.4%	\$18,176	\$21,182	16.5%	\$4,325	\$3,811	-11.9%

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF NET POSITION
FOR THE YEARS ENDED JUNE 30, 2017 AND 2018
(in thousands of dollars)

	UU			USU			WSU			SUU			SNOW		
	2017	2018	% Change	2017	2018	% Change	2017	2018	% Change	2017	2018	% Change	2017	2018	% Change
Noncurrent Liabilities															
Compensated absences and early retirement benefits	\$26,429	\$27,005	2.2%	\$13,868	\$15,867	14.4%	\$3,593	\$3,393	-5.6%	\$1,025	\$535	-47.8%	\$504	\$345	-31.5%
Deposits and other liabilities	\$13,493	\$16,720	23.9%	\$2,147	\$2,065	-3.8%	\$430	\$416	-3.3%						
Bonds, notes, and contracts payable															
to the state of Utah	\$85,460	\$86,300	1.0%	\$465	\$198	-57.5%								\$29	
to Others	\$915,335	\$980,617	7.1%	\$210,122	\$242,608	15.5%	\$50,200	\$47,291	-5.8%	\$19,725	\$22,842	15.8%	\$14,721	\$14,176	-3.7%
Net pension liability	\$168,015	\$112,953	-32.8%	\$49,249	\$35,354	-28.2%	\$18,616	\$13,280	-28.7%	\$12,284	\$9,709	-21.0%	\$4,750	\$3,405	-28.3%
Total noncurrent liabilities	\$1,208,732	\$1,223,595	1.2%	\$275,851	\$296,092	7.3%	\$72,839	\$64,380	-11.6%	\$33,034	\$33,087	0.2%	\$19,975	\$17,956	-10.1%
Total Liabilities	\$1,894,106	\$1,928,487	1.8%	\$390,784	\$418,229	7.0%	\$94,282	\$85,910	-8.9%	\$51,210	\$54,269	6.0%	\$24,300	\$21,767	-10.4%
Deferred Inflows of Resources															
Deferred inflows related to bonds	\$158	\$1,531	869.0%												
Split-interest agreements					\$1,928						\$477				
Deferred inflows to beneficial interests								\$19,062							
Defer inflows related to gift revenue				\$1,703	\$1,007	-40.9%									
Deferred inflows related to pensions	\$28,832	\$74,367	157.9%	\$6,653	\$19,539	193.7%	\$2,766	\$7,803	182.1%	\$1,536	\$4,756	209.6%	\$580	\$1,841	217.7%
Total deferred inflows of resources	\$28,990	\$75,898	161.8%	\$8,356	\$22,474	168.9%	\$2,766	\$26,864	871.1%	\$1,536	\$5,232	240.7%	\$580	\$1,841	217.7%
Net Position															
Net investment in capital assets	\$2,037,151	\$2,320,870	13.9%	\$670,335	\$707,397	5.5%	\$305,766	\$310,381	1.5%	\$119,463	\$124,886	4.5%	\$74,007	\$96,288	30.1%
Restricted for															
Nonexpendable															
Instruction	\$186,826	\$187,965	0.6%	\$22,391	\$22,668	1.2%									
Research	\$55,445	\$62,759	13.2%												
Public service	\$81,902	\$92,837	13.4%												
Academic support	\$52,350	\$53,192	1.6%												
Scholarship	\$179,556	\$190,824	6.3%	\$87,427	\$90,666	3.7%	\$91,739	\$104,606	14.0%	\$14,640	\$15,570	6.4%	\$5,707	\$5,839	2.3%
Loans				\$12,956	\$12,879	-0.6%									
Foundation															
Other	\$8,039	\$16,920	110.5%	\$14,196	\$15,431	8.7%				\$7,098	\$7,129	0.4%			
Expendable															
Research	\$74,724	\$97,121	30.0%												
Public service	\$158,211	\$131,511	-16.9%												
Research, instruction, public service				\$189,273	\$203,835	7.7%									
Academic support	\$44,663	\$49,058	9.8%												
Institutional support	\$36,708	\$154,504	320.9%												
Scholarship	\$71,048	\$76,066	7.1%				\$46,115	\$50,622	9.8%	\$4,012	\$4,045	0.8%	\$1,978	\$2,291	15.8%
Loans	\$33,327	\$32,566	-2.3%				\$7,800	\$5,308	-31.9%	\$8,528	\$13,809	61.9%			
Capital additions	\$56,847	\$95,678	68.3%	\$43,171	\$22,081	-48.9%	\$10,532	\$8,515	-19.2%	\$22,557	\$14,944	-33.8%			
Debt Service	\$1,559	\$2,241	43.7%				\$1,232	\$1,232	0.0%				\$2,100	\$1,772	-15.6%
Foundation															
Insurance Enterprises		\$22,386													
Other	\$99,847	\$96,034	-3.8%				\$1,800	\$1,663	-7.6%	\$7,496	\$7,498	0.0%	\$5,113	\$1,204	-76.5%
Unrestricted	\$1,762,352	\$1,884,954	7.0%	\$189,690	\$194,424	2.5%	\$79,471	\$88,410	11.2%	\$35,965	\$33,181	-7.7%	\$5,659	\$9,254	63.5%
Total net position	\$4,940,555	\$5,567,486	12.7%	\$1,229,440	\$1,269,381	3.2%	\$544,455	\$570,736	4.8%	\$219,759	\$221,062	0.6%	\$94,564	\$116,647	23.4%
Balance Sheet Ratios															
Quick Ratio:(Current Assets-Inventory)/Current Liabilities	2.46	2.80		1.58	1.36		2.57	3.41		2.67	2.41		2.70	3.07	
Current Ratio: Current Assets / Current Liabilities	2.57	2.92		1.62	1.39		2.76	3.53		2.75	2.46		2.73	3.11	
Primary Reserve:Expendable Net Assets/Total expenses	0.99	1.07		1.56	1.50		1.90	1.92		1.40	1.34		1.72	2.00	
<i>Ratio Goal: Greater than 1.0</i>															

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF NET POSITION
FOR THE YEARS ENDED JUNE 30, 2017 AND 2018
(in thousands of dollars)

	DSU			UVU			SLCC			USHE		
	2017	2018	% Change	2017	2018	% Change	2017	2018	% Change	2017	2018	% Change
Assets												
Current Assets												
Cash & cash equivalents	\$15,300	\$22,197	45.1%	\$97,530	\$82,386	-15.5%	\$26,517	\$29,973	13.0%	\$646,173	\$721,452	11.6%
Short-term investments	\$6,618	\$8,147	23.1%	\$20,000	\$41,755	108.8%	\$34,448	\$35,298	2.5%	\$971,854	\$1,119,923	15.2%
Receivables, net	\$4,703	\$3,828	-18.6%	\$6,101	\$6,124	0.4%	\$7,188	\$9,991	39.0%	\$535,641	\$623,644	16.4%
Pledges receivable, net				\$10,353	\$8,475	-18.1%		\$507		\$11,806	\$10,176	-13.8%
Notes receivable	\$187	\$219	17.0%				\$442	\$343	-22.4%	\$5,598	\$4,624	-17.4%
Inventory	\$693	\$615	-11.3%	\$2,867	\$3,184	11.0%	\$1,496	\$1,221	-18.4%	\$88,231	\$98,514	11.7%
Other assets and prepaid expenses	\$106	\$211	99.6%	\$512	\$1,190	132.4%	\$1,092	\$1,713	56.9%	\$43,222	\$45,789	5.9%
Total current assets	\$27,607	\$35,217	27.6%	\$137,364	\$143,114	4.2%	\$71,182	\$79,046	11.0%	\$2,302,525	\$2,624,122	14.0%
Noncurrent Assets												
Restricted cash & cash equivalents	\$1,181	\$16,541	1300.3%	\$4,212	\$4,038	-4.1%	\$1,357	\$16,008	1079.4%	\$272,255	\$264,436	-2.9%
Restricted short-term investments										\$3,345	\$4,701	40.5%
Investments	\$30,317	\$27,779	-8.4%	\$88,839	\$90,683	2.1%	\$83,271	\$86,273	3.6%	\$1,957,873	\$1,962,850	0.3%
Restricted Investments										\$743,820	\$796,868	7.1%
Restricted receivables, net										\$84,847	\$155,421	83.2%
Restricted notes receivables										\$55	\$52	-5.7%
Restricted Split-Interest Agreements										\$0	\$1,928	
Accounts receivables	\$1,841	\$2,722	47.9%	\$6,431	\$6,232	-3.1%				\$29,163	\$27,988	-4.0%
Notes receivables	\$941	\$623	-33.8%	\$18,752	\$25,157	34.2%	\$2,705	\$1,941	-28.2%	\$48,360	\$51,906	7.3%
Pledges receivable							\$46	\$554	1099.0%	\$8,860	\$5,194	-41.4%
Donated property held for sale	\$750	\$551	-26.5%							\$2,364	\$2,199	-7.0%
Net pension asset	\$0	\$0	34.5%							\$5	\$5	14.8%
Other assets				\$4,730	\$2,729	-42.3%	\$119		-100.0%	\$31,840	\$43,020	35.1%
Capital assets, net	\$154,436	\$165,141	6.9%	\$386,905	\$404,842	4.6%	\$222,701	\$256,769	15.3%	\$5,169,529	\$5,683,684	9.9%
Total noncurrent assets	\$189,467	\$213,357	12.6%	\$509,870	\$533,680	4.7%	\$310,200	\$361,546	16.6%	\$8,352,316	\$9,000,252	7.8%
Total assets	\$217,074	\$248,574	14.5%	\$647,234	\$676,794	4.6%	\$381,382	\$440,592	15.5%	\$10,654,841	\$11,624,374	9.1%
Deferred Outflows of Resources												
Deferred loss on bonding refund										\$11,160	\$23,822	113.5%
Deferred outflows related to pensions	\$2,397	\$2,410	0.6%	\$11,922	\$11,564	-3.0%	\$9,871	\$8,917	-9.7%	\$129,560	\$126,938	-2.0%
Total deferred outflows of resources	\$2,397	\$2,410	0.6%	\$11,922	\$11,564	-3.0%	\$9,871	\$8,917	-9.7%	\$140,720	\$150,760	7.1%
Liabilities												
Current liabilities												
Accounts payable to the State of Utah	\$1,484	\$3,421	130.6%				\$1,074	\$994	-7.5%	\$40,957	\$60,955	48.8%
to Others	\$1,489	\$2,065	38.6%	\$6,762	\$6,341	-6.2%	\$2,871	\$3,226	12.4%	\$225,632	\$230,077	2.0%
Accrued liabilities	\$1,486	\$1,016	-31.7%	\$17,249	\$16,747	-2.9%				\$19,350	\$18,339	-5.2%
Accrued payroll							\$10,876	\$8,231	-24.3%	\$164,692	\$171,800	4.3%
Compensated absences and early retirement benefits	\$1,670	\$1,853	10.9%				\$6,034	\$5,684	-5.8%	\$93,132	\$100,571	8.0%
Unearned revenue	\$1,205	\$1,500	24.5%	\$8,426	\$9,002	6.8%	\$7,829	\$7,453	-4.8%	\$122,147	\$132,412	8.4%
Deposits and other liabilities	\$301	\$561	86.1%	\$209	\$75	-64.4%		\$18		\$123,938	\$137,164	10.7%
Funds held for others				\$610	\$652	6.9%	\$480	\$473	-1.4%	\$1,167	\$1,234	5.8%
Bonds, notes, and contracts payable												
to the state of Utah							\$38	\$94	150.0%	\$4,197	\$190	-95.5%
to Others	\$1,246	\$1,337	7.3%	\$4,109	\$3,655	-11.0%		\$1,353		\$124,489	\$96,558	-22.4%
Total current liabilities	\$8,882	\$11,751	32.3%	\$37,365	\$36,472	-2.4%	\$29,203	\$27,525	-5.7%	\$919,701	\$949,300	3.2%

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF NET POSITION
FOR THE YEARS ENDED JUNE 30, 2017 AND 2018
(in thousands of dollars)

	DSU			UVU			SLCC			USHE		
	2017	2018	% Change	2017	2018	% Change	2017	2018	% Change	2017	2018	% Change
Noncurrent Liabilities												
Compensated absences and early retirement benefits	\$1,038	\$1,048	1.0%	\$4,122	\$3,673	-10.9%	\$5,921	\$4,539	-23.3%	\$56,500	\$56,406	-0.2%
Deposits and other liabilities				\$962	\$667	-30.6%				\$17,033	\$19,869	16.7%
Bonds, notes, and contracts payable to the state of Utah							\$482	\$407	-15.6%	\$86,407	\$86,934	0.6%
to Others	\$27,726	\$48,303	74.2%	\$57,321	\$45,695	-20.3%		\$11,770		\$1,295,150	\$1,413,303	9.1%
Net pension liability	\$6,031	\$4,227	-29.9%	\$26,374	\$18,551	-29.7%	\$20,902	\$13,787	-34.0%	\$306,221	\$211,266	-31.0%
Total noncurrent liabilities	\$34,795	\$53,577	54.0%	\$88,779	\$68,587	-22.7%	\$27,305	\$30,504	11.7%	\$1,761,310	\$1,787,778	1.5%
Total Liabilities	\$43,677	\$65,329	49.6%	\$126,145	\$105,059	-16.7%	\$56,508	\$58,029	2.7%	\$2,681,011	\$2,737,078	2.1%
Deferred Inflows of Resources												
Deferred inflows related to bonds										\$158	\$1,531	869.0%
Split-interest agreements										\$0	\$2,405	
Deferred inflows to beneficial interests										\$0	\$19,062	
Defer inflows related to gift revenue										\$1,703	\$1,007	-40.9%
Deferred inflows related to pensions	\$959	\$2,499	160.7%	\$4,208	\$10,989	161.2%	\$2,597	\$8,415	224.1%	\$48,130	\$130,209	170.5%
Total deferred inflows of resources	\$959	\$2,499	160.7%	\$4,208	\$10,989	161.2%	\$2,597	\$8,415	224.1%	\$49,992	\$154,214	208.5%
Net Position												
Net investment in capital assets	\$125,024	\$130,207	4.1%	\$329,467	\$351,472	6.7%	\$222,701	\$256,769	15.3%	\$3,883,915	\$4,298,270	10.7%
Restricted for												
Nonexpendable								\$6,523				
Instruction										\$209,217	\$210,633	0.7%
Research										\$55,445	\$62,759	13.2%
Public service										\$81,902	\$92,837	13.4%
Academic support										\$52,350	\$53,192	1.6%
Scholarship	\$10,193	\$10,194	0.0%	\$30,277	\$34,758	14.8%	\$238	\$242	2.0%	\$419,777	\$452,698	7.8%
Loans												
Foundation	\$9,108	\$9,106	0.0%							\$9,108	\$9,106	0.0%
Other	\$2,532	\$2,577	1.8%				\$600	\$600	0.0%	\$32,465	\$42,657	31.4%
Expendable							\$5,946	\$6,047	1.7%			
Research				\$4,069	\$3,378	-17.0%				\$78,793	\$100,499	27.5%
Public service										\$158,211	\$131,511	-16.9%
Research, instruction, public service										\$189,273	\$203,835	7.7%
Academic support							\$520	\$643	23.8%	\$45,183	\$49,701	10.0%
Institutional support										\$36,708	\$154,504	320.9%
Scholarship	\$3,428	\$3,871	12.9%	\$69,122	\$80,584	16.6%				\$195,703	\$217,479	11.1%
Loans	\$1,134	\$941	-17.0%				\$3,830	\$2,952	-22.9%	\$54,618	\$55,576	1.8%
Capital additions	\$1,626	\$5,822	258.0%				\$1,732	\$1,812	4.6%	\$136,465	\$148,851	9.1%
Debt Service	\$190		-100.0%							\$5,081	\$5,245	3.2%
Foundation	\$6,722	\$7,866	17.0%				\$4,495		-100.0%	\$11,217	\$7,866	-29.9%
Insurance Enterprises												
Other	\$1,021	\$1,095	7.2%				\$1,083	\$1,659	53.1%	\$116,360	\$109,152	-6.2%
Unrestricted	\$13,858	\$11,478	-17.2%	\$95,868	\$102,118	6.5%	\$91,003	\$105,817	16.3%	\$2,273,865	\$2,429,636	6.9%
Total net position	\$174,835	\$183,156	4.8%	\$528,803	\$572,309	8.2%	\$332,148	\$383,065	15.3%	\$8,045,657	\$8,836,007	9.8%
Balance Sheet Ratios												
Quick Ratio:(Current Assets-Inventry)/Current Liabilities	3.03	2.94		3.60	3.84		2.39	2.83		2.41	2.66	
Current Ratio: Current Assets / Current Liabilities	3.11	3.00		3.68	3.92		2.44	2.87		2.50	2.76	
Primary Reserve:Expendable Net Assets/Total expenses	1.43	1.43		1.48	1.58		1.51	1.84		1.16	1.22	
<i>Ratio Goal: Greater than 1.0</i>												

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
FOR THE YEAR ENDED JUNE 30, 2017 AND 2018
(in thousands of dollars)

	UU			USU			WSU			SUU			SNOW		
	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg
Operating Revenues & Expenses															
Revenues															
Tuition and fees, net	\$327,508	\$347,902	6.2%	\$142,666	\$145,663	2.1%	\$83,820	\$83,182	-0.8%	\$52,907	\$53,864	1.8%	\$9,370	\$9,676	3.3%
Patient services, net	\$2,192,329	\$2,209,201	0.8%												
Interest on Student loans Receivables										\$34	\$35	0.8%			
Federal appropriations				\$4,563	\$5,001	9.6%									
Federal grants and contracts	\$267,110	\$304,456	14.0%	\$169,095	\$192,981	14.1%	\$379	\$295	-22.2%	\$1,580	\$1,978	25.2%			
State and local grants and contracts	\$15,246	\$17,731	16.3%	\$10,723	\$10,779	0.5%	\$88	\$245	177.9%				\$221	\$238	7.8%
Non governmental grants and contracts	\$115,457	\$133,763	15.9%	\$15,233	\$13,041	-14.4%	\$31	\$17	-44.5%						
Sales and services, net	\$900,958	\$991,457	10.0%	\$13,425	\$16,564	23.4%	\$2,920	\$2,991	2.4%	\$17,082	\$15,380	-10.0%	\$111	\$97	-12.7%
Conferences and institutes (non-credit)				\$8,087	\$9,394	16.2%									
Service departments				\$1,557	\$1,332	-14.4%									
Auxiliary enterprises, net	\$169,583	\$173,261	2.2%	\$50,171	\$51,958	3.6%	\$15,534	\$16,609	6.9%	\$4,397	\$4,506	2.5%	\$3,276	\$3,030	-7.5%
Foundation Contributions Received															
Other operating revenues	\$163,768	\$212,834	30.0%	\$20,408	\$14,326	-29.8%	\$4,962	\$3,662	-26.2%				\$1,874	\$1,739	-7.2%
Total operating revenues	\$4,151,959	\$4,390,605	5.7%	\$435,930	\$461,038	5.8%	\$107,734	\$107,001	-0.7%	\$76,000	\$75,763	-0.3%	\$14,851	\$14,780	-0.5%
Expenses															
Compensation and benefits	\$2,361,972	\$2,509,786	6.3%	\$418,743	\$451,780	7.9%	\$148,787	\$154,182	3.6%	\$82,627	\$88,694	7.3%	\$29,528	\$30,663	3.8%
Actuarial calculated pension expenses				\$11,643	\$9,020	-22.5%							\$1,142	\$900	-21.2%
Component units	\$473,981	\$531,708	12.2%												
Supplies	\$530,338	\$567,176	6.9%							\$19,082	\$17,795	-6.7%	\$9,258	\$10,791	16.6%
Purchased services	\$178,994	\$194,826	8.8%												
Medical Claims	\$206,641	\$139,194	-32.6%												
Depreciation and amortization	\$222,143	\$222,591	0.2%	\$45,591	\$48,888	7.2%	\$16,816	\$17,300	2.9%	\$6,591	\$7,473	13.4%	\$4,500	\$5,052	12.3%
Utilities	\$89,211	\$86,676	-2.8%							\$2,412	\$2,333	-3.2%	\$1,560	\$1,634	4.8%
Cost of goods sold	\$42,612	\$40,969	-3.9%												
Repairs and maintenance	\$56,494	\$45,246	-19.9%							\$1,032	\$360	-65.1%			
Scholarships and fellowships	\$30,914	\$31,152	0.8%	\$35,417	\$33,417	-5.6%	\$15,473	\$15,140	-2.1%	\$8,179	\$12,353	51.0%	\$4,369	\$4,645	6.3%
Donation to the College															
Other operating expenses	\$171,665	\$215,814	25.7%	\$180,428	\$190,616	5.6%	\$55,073	\$53,832	-2.3%	\$21,205	\$18,344	-13.5%	\$467	\$910	94.9%
Total operating expenses	\$4,364,965	\$4,585,138	5.0%	\$691,821	\$733,720	6.1%	\$236,150	\$240,454	1.8%	\$141,129	\$147,353	4.4%	\$50,825	\$54,596	7.4%
Operating revenue/ (loss)	(\$213,006)	(\$194,533)	-8.7%	(\$255,891)	(\$272,682)	6.6%	(\$128,416)	(\$133,454)	3.9%	(\$65,129)	(\$71,590)	9.9%	(\$35,973)	(\$39,817)	10.7%

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
FOR THE YEAR ENDED JUNE 30, 2017 AND 2018
(in thousands of dollars)

	UU			USU			WSU			SUU			SNOW		
	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg
Nonoperating Revenues (Expenses)															
State appropriations	\$322,050	\$335,828	4.3%	\$197,438	\$203,258	2.9%	\$81,512	\$84,971	4.2%	\$37,828	\$40,689	7.6%	\$24,859	\$26,505	6.6%
State and local grants				\$7,539	\$9,654	28.1%	\$2,691	\$3,231	20.1%						
State land grant revenues				\$137	\$197	43.6%									
Financial aid grants				\$38,176	\$44,328	16.1%									
Government Grants	\$44,977	\$34,615	-23.0%				\$31,456	\$35,017	11.3%	\$20,630	\$23,266	12.8%	\$8,668	\$9,042	4.3%
Nongovernmental grants and contracts							\$350	\$271	-22.5%	\$6,439	\$3,973	-38.3%			
Gifts	\$117,949	\$158,773	34.6%	\$14,846	\$19,166	29.1%	\$7,615	\$9,633	26.5%				\$1,091	\$635	-41.8%
Investment income	\$91,705	\$90,595	-1.2%	\$29,423	\$21,129	-28.2%	\$16,640	\$11,291	-32.1%	\$3,276	\$2,525	-22.9%	\$1,061	\$741	-30.1%
Interest	(\$39,140)	(\$37,450)	-4.3%	(\$7,469)	(\$6,539)	-12.4%	(\$1,849)	(\$1,841)	-0.4%	(\$745)	(\$713)	-4.3%			
Others	\$5	(\$4,492)		(\$1,179)	(\$11,209)	851.0%				(\$47)	(\$357)	653.0%	(\$858)	(\$781)	-9.0%
Total nonoperating revenues	\$537,546	\$577,869	7.5%	\$278,910	\$279,984	0.4%	\$138,413	\$142,573	3.0%	\$67,380	\$69,382	3.0%	\$34,821	\$36,142	3.8%
Income before capital and permanent endowment additions	\$324,540	\$383,336	18.1%	\$23,019	\$7,303	-68.3%	\$9,998	\$9,119	-8.8%	\$2,251	(\$2,208)	-198.1%	(\$1,152)	(\$3,675)	218.9%

Capital and Permanent Endowment Additions															
Capital appropriations	\$34,433	\$118,749	244.9%	\$14,609	\$21,028	43.9%	\$7,241	\$3,946	-45.5%	\$1,663	\$2,654	59.6%	\$948	\$25,677	2607.5%
Capital grants and gifts	\$40,144	\$56,754	41.4%	\$14,332	\$7,168	-50.0%	\$6,366	\$3,439	-46.0%	\$5,335	\$817	-84.7%			
Additions to permanent endowments	\$19,732	\$29,739	50.7%	\$7,670	\$4,442	-42.1%	\$2,962	\$9,777	230.0%	\$452	\$517	14.3%	\$101	\$187	84.8%
Total capital and permanent endowment additions	\$94,309	\$205,242	117.6%	\$36,611	\$32,639	-10.8%	\$16,570	\$17,162	3.6%	\$7,450	\$3,987	-46.5%	\$1,049	\$25,864	2364.6%
Increase in net position	\$418,849	\$588,578	40.5%	\$59,630	\$39,941	-33.0%	\$26,567	\$26,281	-1.1%	\$9,700	\$1,780	-81.7%	(\$103)	\$22,189	-21672.8%

Net Position															
Net position - beginning of year	\$4,521,706	\$4,978,908	10.1%	\$1,169,809	\$1,229,440	5.1%	\$517,887	\$544,455	5.1%	\$210,059	\$219,283	4.4%	\$94,667	\$94,458	-0.2%
Net position - end of year	\$4,940,555	\$5,567,486	12.7%	\$1,229,440	\$1,269,381	3.2%	\$544,455	\$570,736	4.8%	\$219,759	\$221,062	0.6%	\$94,564	\$116,647	23.4%

Ratios															
Net Operating Revenues: Operating Revenue (loss) +Net Non Operating Revenues / Operating Revenue + Non Operating Revenue	6.9%	7.7%		3.2%	1.0%		4.1%	3.7%		1.6%	-1.5%		-2.3%	-7.2%	
<i>Ratio Goal: Positive value is a surplus for the year Between 2% - 4% return over long-term</i>															
Return on Net Assets:Change in net assets/Total Net Assets	8.5%	10.6%		4.9%	3.1%		4.9%	4.6%		4.4%	0.8%		-0.1%	19.0%	
<i>Ratio Standard: Greater than 4% Ratio Goal: Between 3% - 4% return over long-term</i>															

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
FOR THE YEAR ENDED JUNE 30, 2017 AND 2018
(in thousands of dollars)

	DSU			UVU			SLCC			USHE		
	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg
Operating Revenues & Expenses												
Revenues												
Tuition and fees, net	\$38,456	\$43,425	12.9%	\$137,605	\$140,773	2.3%	\$62,614	\$60,146	-3.9%	\$854,947	\$884,630	3.5%
Patient services, net										\$2,192,329	\$2,209,201	0.8%
Interest on Student loans Receivables							\$294	\$367	24.7%	\$329	\$401	22.2%
Federal appropriations										\$4,563	\$5,001	9.6%
Federal grants and contracts	\$103	\$85	-17.3%	\$289		-100.0%	\$4,849	\$4,357	-10.2%	\$443,405	\$504,151	13.7%
State and local grants and contracts							\$521	\$291	-44.2%	\$26,799	\$29,284	9.3%
Non governmental grants and contracts				\$236	\$180	-23.8%	\$1,518	\$1,660	9.3%	\$132,475	\$148,661	12.2%
Sales and services, net				\$3,490	\$3,986	14.2%	\$29	\$372	1199.7%	\$938,014	\$1,030,847	9.9%
Conferences and institutes (non-credit)										\$8,087	\$9,394	16.2%
Service departments										\$1,557	\$1,332	-14.4%
Auxiliary enterprises, net	\$9,506	\$10,346	8.8%	\$15,024	\$13,351	-11.1%	\$8,764	\$7,625	-13.0%	\$276,255	\$280,686	1.6%
Foundation Contributions Received	\$2,209	\$1,001	-54.7%				\$2,933	\$1,870	-36.3%	\$5,141	\$2,870	-44.2%
Other operating revenues	\$989	\$1,158	17.1%	\$5,303	\$5,393	1.7%	\$3,655	\$3,870	5.9%	\$200,959	\$242,982	20.9%
Total operating revenues	\$51,263	\$56,015	9.3%	\$161,947	\$163,683	1.1%	\$85,177	\$80,557	-5.4%	\$5,084,861	\$5,349,441	5.2%
Expenses												
Compensation and benefits	\$56,370	\$60,083	6.6%	\$211,304	\$215,212	1.8%	\$138,699	\$128,938	-7.0%	\$3,448,030	\$3,639,338	5.5%
Actuarial calculated pension expenses	\$1,277	\$952	-25.5%				\$5,540	\$3,697	-33.3%	\$19,602	\$14,569	-25.7%
Component units										\$473,981	\$531,708	12.2%
Supplies				\$51,675	\$48,974	-5.2%				\$610,353	\$644,736	5.6%
Purchased services										\$178,994	\$194,826	8.8%
Medical Claims										\$206,641	\$139,194	-32.6%
Depreciation and amortization	\$6,118	\$6,684	9.3%	\$16,384	\$17,053	4.1%	\$11,583	\$11,090	-4.3%	\$329,726	\$336,131	1.9%
Utilities	\$2,052	\$2,035	-0.8%	\$15,166	\$13,381	-11.8%				\$110,400	\$106,060	-3.9%
Cost of goods sold	\$3,904	\$4,113	5.4%	\$8,236	\$8,407	2.1%				\$54,752	\$53,489	-2.3%
Repairs and maintenance										\$57,526	\$45,606	-20.7%
Scholarships and fellowships	\$14,515	\$16,239	11.9%	\$32,301	\$33,855	4.8%	\$14,928	\$16,096	7.8%	\$156,097	\$162,898	4.4%
Donation to the College	\$1,370	\$317	-76.8%				\$2,270	\$2,166	-4.6%	\$3,640	\$2,483	-31.8%
Other operating expenses	\$20,960	\$20,904	-0.3%				\$46,769	\$43,975	-6.0%	\$496,568	\$544,396	9.6%
Total operating expenses	\$106,566	\$111,328	4.5%	\$335,065	\$336,881	0.5%	\$219,790	\$205,964	-6.3%	\$6,146,310	\$6,415,435	4.4%
Operating revenue/ (loss)	(\$55,303)	(\$55,313)	0.0%	(\$173,118)	(\$173,199)	0.0%	(\$134,613)	(\$125,407)	-6.8%	(\$1,061,449)	(\$1,065,994)	0.4%

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
FOR THE YEAR ENDED JUNE 30, 2017 AND 2018
(in thousands of dollars)

	DSU			UVU			SLCC			USHE		
	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg
Nonoperating Revenues (Expenses)												
State appropriations	\$36,662	\$37,132	1.3%	\$106,398	\$112,354	5.6%	\$97,976	\$101,516	3.6%	\$904,721	\$942,253	4.1%
State and local grants	\$1,047	\$1,097	4.8%	\$6,859	\$7,488	9.2%	\$606	\$583	-3.8%	\$18,741	\$22,053	17.7%
State land grant revenues										\$137	\$197	43.6%
Financial aid grants										\$38,176	\$44,328	16.1%
Government Grants	\$15,618	\$17,539	12.3%	\$54,272	\$64,024	18.0%	\$27,212	\$30,242	11.1%	\$202,833	\$213,745	5.4%
Nongovernmental grants and contracts	\$3		-100.0%							\$6,791	\$4,244	-37.5%
Gifts	\$1,286	\$1,387	7.9%	\$17,993	\$14,723	-18.2%	\$979	\$1,900	94.2%	\$161,757	\$206,216	27.5%
Investment income	\$3,003	\$1,749	-41.7%	\$7,551	\$5,992	-20.7%	\$2,927	\$2,413	-17.6%	\$155,586	\$136,436	-12.3%
Interest	(\$1,074)	(\$1,427)	32.9%	(\$2,499)	(\$1,870)	-25.2%	\$3	(\$10)	-420.6%	(\$52,774)	(\$49,850)	-5.5%
Others	\$523	\$212	-59.5%	(\$191)	(\$2,264)	1084.8%	(\$221)	(\$1,748)	691.2%	(\$1,968)	(\$20,639)	948.9%
Total nonoperating revenues	\$57,067	\$57,688	1.1%	\$190,383	\$200,447	5.3%	\$129,481	\$134,897	4.2%	\$1,434,001	\$1,498,983	4.5%
Income before capital and permanent endowment additions	\$1,764	\$2,376	34.7%	\$17,265	\$27,248	57.8%	(\$5,132)	\$9,490	-284.9%	\$372,552	\$432,989	16.2%
Capital and Permanent Endowment Additions												
Capital appropriations	\$1,468	\$2,145	46.1%	\$3,483	\$323	-90.7%		\$39,009		\$63,846	\$213,531	234.4%
Capital grants and gifts	\$192	\$3,669	1808.1%	\$2,124	\$11,898	460.1%	\$75	\$1,838	2351.2%	\$68,568	\$85,584	24.8%
Additions to permanent endowments	\$895	\$132	-85.3%	\$6,703	\$4,037	-39.8%	\$1,097	\$580	-47.2%	\$39,613	\$49,409	24.7%
Total capital and permanent endowment additions	\$2,555	\$5,946	132.7%	\$12,311	\$16,258	32.1%	\$1,172	\$41,427	3433.3%	\$172,027	\$348,525	102.6%
Increase in net position	\$4,319	\$8,321	92.7%	\$29,575	\$43,506	47.1%	(\$3,960)	\$50,917	-1385.9%	\$544,579	\$781,514	43.5%
Net Position												
Net position - beginning of year	\$170,516	\$174,835	2.5%	\$499,228	\$528,803	5.9%	\$336,107	\$332,148	-1.2%	\$7,519,980	\$8,102,328	7.7%
Net position - end of year	\$174,835	\$183,156	4.8%	\$528,803	\$572,309	8.2%	\$332,148	\$383,065	15.3%	\$8,064,559	\$8,883,842	10.2%
Ratios												
Net Operating Revenues: Operating Revenue (loss) + Net Non Operating Revenues / Operating Revenue + Non Operating Revenue	1.6%	2.1%		4.9%	7.5%		-2.4%	4.4%		5.7%	6.3%	
<i>Ratio Goal: Positive value is a surplus for the year Between 2% - 4% return over long-term</i>												
Return on Net Assets: Change in net assets/Total Net Assets	2.5%	4.5%		5.6%	7.6%		-1.2%	13.3%		6.8%	8.8%	
<i>Ratio Standard: Greater than 4% Ratio Goal: Between 3% - 4% return over long-term</i>												

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2017 AND 2018
(in thousands of dollars)

	UU			USU			WSU			SUU			SNOW		
	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg
Cash Flows From Operating Activities															
Receipts from tuition and fees	\$326,427	\$347,169	6.4%	\$143,141	\$150,528	5.2%	\$85,605	\$84,249	-1.6%	\$51,601	\$54,500	5.6%	\$10,204	\$9,980	-2.2%
Receipts from patient services	\$2,133,081	\$2,177,728	2.1%												
Receipts from grants and contracts	\$405,548	\$423,157	4.3%	\$190,586	\$210,034	10.2%	\$498	\$557	11.8%	\$1,605	\$2,100	30.9%	\$221	\$238	7.8%
Receipts from auxiliary and educational services	\$1,073,448	\$1,166,391	8.7%				\$18,454	\$19,601	6.2%	\$20,794	\$23,406	12.6%	\$4,060	\$3,811	-6.1%
Sales and services receipts of educational departments				\$13,425	\$16,564	23.4%									
Conferences and institutes (non-credit) receipts				\$8,087	\$9,394	16.2%									
Receipts from lease/rental															
Receipts from fines															
Receipts from service departments				\$1,633	\$1,370	-16.1%									
Receipts from auxiliary enterprises				\$50,082	\$51,383	2.6%									
Receipts from federal appropriations				\$4,563	\$5,001	9.6%									
Collection of loans to students	\$7,739	\$8,207	6.0%	\$1,910	\$1,412	-26.1%	\$1,086	\$989	-8.9%	\$227	\$235	3.3%	\$11		-100.0%
Payments to suppliers	(\$1,754,374)	(\$1,812,388)	3.3%	(\$187,402)	(\$188,919)	0.8%	(\$52,313)	(\$53,536)	2.3%	(\$45,442)	(\$35,194)	-22.6%	(\$10,688)	(\$13,818)	29.3%
Payments for compensation and benefits	(\$2,326,965)	(\$2,499,403)	7.4%	(\$426,187)	(\$456,966)	7.2%	(\$148,289)	(\$154,529)	4.2%	(\$82,734)	(\$89,050)	7.6%	(\$30,373)	(\$31,868)	4.9%
Payments for scholarships and fellowships	(\$30,914)	(\$31,152)	0.8%	(\$35,417)	(\$33,417)	-5.6%	(\$15,631)	(\$15,047)	-3.7%	(\$8,179)	(\$12,353)	51.0%	(\$4,369)	(\$4,645)	6.3%
Loans issued to students	(\$5,841)	(\$5,492)	-6.0%	(\$1,992)	(\$1,165)	-41.5%	(\$58)	(\$75)	28.7%	(\$244)	(\$176)	-28.0%			
Receipt of student loan proceeds															
Other	\$144,389	\$208,206	44.2%	\$20,723	\$13,263	-36.0%	\$4,945	\$4,939	-0.1%				\$2,007	\$3,561	77.4%
Net cash provided by operating activities	(\$27,462)	(\$17,577)	-36.0%	(\$216,848)	(\$221,518)	2.2%	(\$105,703)	(\$112,850)	6.8%	(\$62,373)	(\$56,533)	-9.4%	(\$28,927)	(\$32,741)	13.2%
Cash Flows From Noncapital Financing Activities															
State appropriations	\$322,050	\$335,828	4.3%	\$197,424	\$203,240	2.9%	\$81,512	\$84,971	4.2%	\$37,828	\$40,689	7.6%	\$23,282	\$24,218	4.0%
State grants				\$6,810	\$11,076	62.6%									
State land-grant revenues				\$598	\$138	-76.9%									
Financial aid grants				\$37,952	\$44,491	17.2%									
Government grants	\$44,977	\$34,615	-23.0%												
Receipts from grants and contracts							\$34,496	\$38,519	11.7%	\$18,868	\$22,128	17.3%	\$7,764	\$9,518	22.6%
Federal direct loan receipts	\$138,723	\$145,587	4.9%	\$57,556	\$55,816	-3.0%	\$43,427	\$42,561	-2.0%	\$2,991	\$2,052	-31.4%			
Federal direct loan payments	(\$138,723)	(\$145,587)	4.9%	(\$57,488)	(\$55,652)	-3.2%	(\$43,327)	(\$42,356)	-2.2%	(\$3,013)	(\$2,799)	-7.1%			
Payments on debt															
Interest on debt															
Gifts				\$18,006	\$21,464	19.2%	\$9,017	\$9,724	7.8%	\$7,616	\$4,451	-41.6%	\$931	\$635	-31.8%
Endowment	\$19,741	\$29,749	50.7%				\$2,962	\$6,163	108.0%				\$101	\$187	84.8%
Non endowment	\$84,118	\$83,487	-0.8%												
Other	\$5,141	\$2,502	-51.3%	\$843	\$137	-83.7%	(\$18)	\$217	-1273.9%						
Net cash provided by noncapital financing activities	\$476,027	\$486,181	2.1%	\$261,702	\$280,710	7.3%	\$128,067	\$139,798	9.2%	\$64,289	\$66,521	3.5%	\$32,078	\$34,558	7.7%
Cash Flows from Capital and Related Financing Activities															
Proceeds from capital debt	\$159,875	\$241,817	51.3%	\$33,195	\$75,358	127.0%	\$7,215		-100.0%						
Issuance of Note Receivable										\$8		-100.0%	\$948	\$515	-45.7%
Capital appropriations	\$34,300	\$29,945	-12.7%	\$16,374	\$12,926	-21.1%				\$5,048	\$1,894	-62.5%			
Capital grants and gifts				\$11,144	\$5,507	-50.6%	\$8,190	\$2,546	-68.9%						
Gifts	\$29,794	\$55,463	86.2%												
Other				\$650	\$844	29.9%					(\$33)				
Proceeds from disposal of capital assets													\$96	\$27	-71.7%
Purchase of capital assets	(\$459,004)	(\$569,706)	24.1%	(\$92,481)	(\$94,593)	2.3%	(\$22,276)	(\$17,629)	-20.9%	(\$3,336)	(\$5,727)	71.7%	(\$4,560)	(\$2,347)	-48.5%
Principal paid on capital debt	(\$82,850)	(\$110,571)	33.5%	(\$10,740)	(\$47,830)	345.3%	(\$10,575)	(\$2,610)	-75.3%	(\$1,670)	(\$2,759)	65.2%	(\$634)	(\$562)	-11.4%
Interest paid on capital debt	(\$44,714)	(\$41,569)	-7.0%	(\$7,691)	(\$7,771)	1.0%	(\$1,849)	(\$1,841)	-0.4%	(\$1,249)	(\$713)	-42.9%	(\$614)	(\$597)	-2.7%
Net cash used by capital and related financing activities	(\$362,599)	(\$394,621)	8.8%	(\$49,550)	(\$55,559)	12.1%	(\$19,295)	(\$19,534)	1.2%	(\$1,199)	(\$7,337)	511.9%	(\$4,765)	(\$2,964)	-37.8%
Cash Flows From Investing Activities															
Proceeds from sales and maturities of investments	\$2,201,747	\$2,061,282	-6.4%	\$213,629	\$149,689	-29.9%	\$25,857	\$23,377	-9.6%	\$32,388	\$31,070	-4.1%	\$6,913	\$3,822	-44.7%
Receipt of interest and dividends on investments	\$32,363	\$57,658	78.2%	\$13,345	\$16,830	26.1%	\$9,212	\$7,870	-14.6%	\$1,276	\$8,440	561.3%	\$481	\$531	10.4%
Purchase of investments	(\$2,260,733)	(\$2,147,299)	-5.0%	(\$277,036)	(\$162,336)	-41.4%	(\$57,799)	(\$43,292)	-25.1%	(\$42,128)	(\$46,266)	9.8%	(\$7,881)	(\$5,496)	-30.3%
Net cash used by investing activities	(\$26,623)	(\$28,358)	6.5%	(\$50,062)	\$4,183	-108.4%	(\$22,730)	(\$12,045)	-47.0%	(\$8,463)	(\$6,757)	-20.2%	(\$487)	(\$1,143)	134.7%
Net change in cash	\$59,343	\$45,625	-23.1%	(\$54,759)	\$7,816	-114.3%	(\$19,660)	(\$4,631)	-76.4%	(\$7,747)	(\$4,105)	-47.0%	(\$2,101)	(\$2,290)	9.0%

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2017 AND 2018
(in thousands of dollars)

	UU			USU			WSU			SUU			SNOW		
	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg
Cash - beginning of year	\$555,553	\$614,896	10.7%	\$129,034	\$74,276	-42.4%	\$69,574	\$49,914	-28.3%	\$32,082	\$24,336	-24.1%	\$11,010	\$8,909	-19.1%
Cash - end of year	\$614,896	\$660,521	7.4%	\$74,276	\$82,092	10.5%	\$49,914	\$45,283	-9.3%	\$24,335	\$20,230	-16.9%	\$8,909	\$6,619	-25.7%

Reconciliation of Operating Loss to Net Cash Provided by Operating Activities															
Operating Loss	(\$213,006)	(\$194,533)	-8.7%	(\$255,891)	(\$272,682)	6.6%	(\$128,416)	(\$133,454)	3.9%	(\$65,129)	(\$71,590)	9.9%	(\$35,973)	(\$39,817)	10.7%
Other operating activities not requiring cash													\$20	\$2,294	
Provision for uncollectable loans and write-offs														(\$208)	
Difference between actuarial calculated pension expense and actual contributions							\$518	(\$395)	-176.2%	\$62	(\$181)	-390.0%			
Operation & Maintenance Expense paid by DFCM										\$1,657	\$1,180	-28.8%	\$1,577	\$451	-71.4%
Adjustments															
Depreciation and amortization expense	\$222,143	\$222,591	0.2%	\$45,591	\$48,888	7.2%	\$16,909	\$17,622	4.2%	\$6,591	\$7,473	13.4%	\$4,500	\$5,052	12.3%
Gifts-in-kind and transfers reducing payments to suppliers				\$755	\$838	11.1%									
Change in assets, deferred outflows and inflows of resources and liabilities															
Income from fines															
Receivables, net	(\$33,427)	(\$84,683)	153.3%	(\$3,043)	(\$7,553)	148.2%	\$1,262	\$771	-38.9%	(\$903)	\$3,799	-520.8%	\$561	\$386	-31.2%
Pledge Receivables							\$2,700		-100.0%						
Due from related parties										\$84	\$47	-44.0%			
Inventory	(\$7,460)	(\$12,670)	69.8%	(\$25)	\$379	-1637.4%	\$626	\$1,501	139.9%	(\$567)	\$36	-106.3%	(\$8)	(\$16)	105.9%
Prepaid expenses				(\$1,195)	(\$1,172)	-1.9%	(\$682)	\$248	-136.4%	(\$1,342)	\$2,223	-265.7%	\$105	(\$93)	-188.0%
Net pension asset	\$17												\$0		-100.0%
Other assets	\$3,378	\$3,873	14.7%				(\$33)	(\$26)	-21.3%		\$78				
Deferred outflows related to pensions	(\$1,110)	\$2,375	-314.0%												
Accounts payable	(\$356)	\$18,024	-5162.9%				\$17	(\$721)	-4375.5%	(\$2,874)	\$564	-119.6%			
Due to related parties										\$257	(\$215)	-183.5%			
Accrued payroll	\$24,157	\$10,980	-54.5%				\$15	(\$10)	-165.1%	(\$230)	\$113	-148.9%			
Accrued liabilities							\$58	(\$38)	-166.0%	\$352	\$296	-15.9%			
Accounts payable and accrued expenses				(\$4,732)	\$3,270	-169.1%							(\$38)	(\$595)	1477.5%
Compensated absences and early retirement benefits	\$7,283	\$6,556	-10.0%	\$1,195	\$3,383	183.1%	(\$93)	\$96	-202.6%	\$129	(\$452)	-450.5%	\$146	(\$247)	-269.3%
Unearned Revenue	(\$19,170)	\$5,068	-126.4%	(\$769)	\$4,029	-623.6%	\$523	\$296	-43.4%	(\$502)	(\$11)	-97.8%	\$35	(\$31)	-186.3%
Deposits and other liabilities	(\$14,571)	\$14,369	-198.6%				\$135	\$368	172.3%				(\$16)	\$139	-964.2%
Net pension liability	(\$6,585)	(\$55,062)	736.2%	\$1,226	(\$1,167)	-195.2%							\$301	(\$1,345)	-547.4%
Deferred inflows related to pensions	\$11,245	\$45,535	304.9%												
Net student loan activity				\$41	\$268	562.2%									
Student loan receivables							\$758	\$890	17.5%	\$41	\$107	159.0%	\$11		-100.0%
Deferred outflows of resources													(\$297)	\$26	-108.8%
Deferred inflows of resources													\$148	\$1,262	753.5%
Net cash provided by operating activities	(\$27,462)	(\$17,577)	-36.0%	(\$216,848)	(\$221,518)	2.2%	(\$105,703)	(\$112,850)	6.8%	(\$62,373)	(\$56,533)	-9.4%	(\$28,927)	(\$32,741)	13.2%

Noncash Investing, Capital, and Financing Activities															
Capital leases		\$13,871		\$2,601	\$234	-91.0%									
Repairs and maintenance paid for by DFCM										\$1,657	\$1,180	-28.8%			
Capital projects paid for by DFCM										\$1,655	\$2,654	60.3%			
Donated property and equipment	\$3,785	\$3,676	-2.9%	\$1,211	\$398	-67.1%	\$237	\$231	-2.5%				\$190	\$107	-43.4%
Completed construction projects transferred from State of Utah	\$133	\$88,804	66669.9%	(\$400)	\$9,989	-2597.3%	\$7,241	\$3,946	-45.5%					\$24,685	
Donated investment securities										\$70	\$997	1316.0%			
Reinvestment of investment dividends and interest										\$412	\$832	101.7%			
Investment purchases (Unsettled)															
Annuity and life income	(\$443)	\$69	-115.6%												
Change in fair values of investments	\$59,341	\$63,133	6.4%	\$15,163	\$4,236	-72.1%	\$7,331	\$3,320	-54.7%	\$1,636	(\$3,579)	-318.8%	\$581	\$211	-63.7%
Amortization of original issue premium, reoffering premium, and net loss on bonds					(\$222)	454.0%									
Deferred outflows of resources related to refunding of debt										\$504		-100.0%			
Additions to pledges receivable for non-capital financing activities				\$2,874	\$2,890	0.6%							\$496		-100.0%
Additions to pledges receivable for capital and related financing activities				\$2,700	\$2,234	-17.3%									
Disposal of capital assets				(\$1,482)	(\$2,022)	36.5%				(\$47)	(\$324)	584.1%			
Total noncash investing, capital, and financing activities	\$62,816	\$169,553	169.9%	\$22,445	\$16,726	-25.5%	\$14,809	\$7,497	-49.4%	\$5,887	\$1,760	-70.1%	\$1,266	\$25,004	1874.5%

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2017 AND 2018
(in thousands of dollars)

	DSU			UVU			SLCC			USHE		
	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg
Cash Flows From Operating Activities												
Receipts from tuition and fees	\$38,401	\$43,629	13.6%	\$136,735	\$141,400	3.4%	\$61,629	\$59,170	-4.0%	\$853,743	\$890,625	4.3%
Receipts from patient services										\$2,133,081	\$2,177,728	2.1%
Receipts from grants and contracts	\$103	\$85	-17.3%	\$526	\$180	-65.8%	\$7,733	\$5,852	-24.3%	\$606,819	\$642,202	5.8%
Receipts from auxiliary and educational services	\$10,345	\$11,322	9.4%	\$18,496	\$17,296	-6.5%				\$1,145,597	\$1,241,826	8.4%
Sales and services receipts of educational departments							\$29	\$372	1199.7%	\$13,454	\$16,936	25.9%
Conferences and institutes (non-credit) receipts										\$8,087	\$9,394	16.2%
Receipts from lease/rental							\$1,432	\$1,507	5.2%	\$1,432	\$1,507	5.2%
Receipts from fines							\$3	\$3	11.8%	\$3	\$3	11.8%
Receipts from service departments										\$1,633	\$1,370	-16.1%
Receipts from auxiliary enterprises							\$8,752	\$7,593	-13.2%	\$58,834	\$58,975	0.2%
Receipts from federal appropriations										\$4,563	\$5,001	9.6%
Collection of loans to students				\$236	\$245	3.9%	\$378	\$532	40.9%	\$11,586	\$11,620	0.3%
Payments to suppliers	(\$30,301)	(\$23,757)	-21.6%	(\$70,562)	(\$68,867)	-2.4%	(\$44,173)	(\$40,542)	-8.2%	(\$2,195,256)	(\$2,237,020)	1.9%
Payments for compensation and benefits	(\$56,718)	(\$61,577)	8.6%	(\$206,812)	(\$216,599)	4.7%	(\$135,634)	(\$136,925)	1.0%	(\$3,413,714)	(\$3,646,917)	6.8%
Payments for scholarships and fellowships	(\$15,009)	(\$16,679)	11.1%	(\$30,529)	(\$37,404)	22.5%	(\$14,910)	(\$16,115)	8.1%	(\$154,957)	(\$166,812)	7.7%
Loans issued to students	(\$145)	(\$47)	-67.6%	(\$202)	(\$152)	-24.8%	(\$114)	(\$50)	-56.3%	(\$8,596)	(\$7,156)	-16.8%
Receipt of student loan proceeds	\$659	\$626	-5.1%				\$485	\$484	-0.2%	\$1,144	\$1,110	-3.0%
Other				\$5,775	\$8,580	48.6%	\$2,038	\$2,168	6.4%	\$179,878	\$240,717	33.8%
Net cash provided by operating activities	(\$52,665)	(\$46,399)	-11.9%	(\$146,337)	(\$155,322)	6.1%	(\$112,352)	(\$115,950)	3.2%	(\$752,668)	(\$758,890)	0.8%
Cash Flows From Noncapital Financing Activities												
State appropriations	\$34,744	\$36,393	4.7%	\$109,113	\$110,197	1.0%	\$95,605	\$96,522	1.0%	\$901,557	\$932,058	3.4%
State grants	\$982	\$1,047	6.6%							\$7,792	\$12,122	55.6%
State land-grant revenues										\$598	\$138	-76.9%
Financial aid grants	\$15,618	\$17,539	12.3%							\$53,570	\$62,030	15.8%
Government grants										\$44,977	\$34,615	-23.0%
Receipts from grants and contracts	(\$176)	\$171	-197.2%	\$60,533	\$71,100	17.5%	\$27,818	\$30,825	10.8%	\$149,302	\$172,261	15.4%
Federal direct loan receipts	\$17,681	\$17,761	0.5%				\$18,805	\$15,912	-15.4%	\$279,183	\$279,688	0.2%
Federal direct loan payments	(\$17,678)	(\$17,723)	0.3%				(\$18,756)	(\$15,878)	-15.3%	(\$278,985)	(\$279,995)	0.4%
Payments on debt								(\$19)		\$0	(\$19)	
Interest on debt							\$520		-100.0%	\$520	\$0	-100.0%
Gifts	\$1,557	\$1,443	-7.3%	\$4,194	\$1,753	-58.2%	\$853	\$1,875	119.7%	\$42,173	\$41,344	-2.0%
Endowment										\$22,804	\$36,099	58.3%
Non endowment										\$84,118	\$83,487	-0.8%
Other	\$274	\$492	79.5%				(\$115)	(\$73)	570.1%	\$6,124	\$2,575	-58.0%
Net cash provided by noncapital financing activities	\$53,001	\$57,121	7.8%	\$173,839	\$183,050	5.3%	\$124,730	\$128,463	3.0%	\$1,313,733	\$1,376,403	4.8%
Cash Flows from Capital and Related Financing Activities												
Proceeds from capital debt		\$22,638		\$1,820		-100.0%		\$13,132		\$202,105	\$352,944	74.6%
Issuance of Note Receivable										\$51,630	\$43,386	-16.0%
Capital appropriations										\$24,567	\$24,023	-2.2%
Capital grants and gifts	\$185	\$2,651	1335.9%		\$11,424					\$29,794	\$55,738	87.1%
Gifts		\$275								\$650	\$719	10.6%
Other					(\$93)					\$547	\$205	-62.6%
Proceeds from disposal of capital assets							\$452	\$178	-60.7%	\$547	\$205	-62.6%
Purchase of capital assets	(\$8,418)	(\$15,842)	88.2%	(\$26,699)	(\$34,788)	30.3%	(\$5,602)	(\$6,590)	17.6%	(\$622,376)	(\$747,222)	20.1%
Principal paid on capital debt	(\$1,172)	(\$1,349)	15.1%	(\$3,689)	(\$3,199)	-13.3%				(\$111,330)	(\$168,880)	51.7%
Interest paid on capital debt	(\$1,085)	(\$980)	-9.7%	(\$2,714)	(\$2,124)	-21.7%				(\$59,917)	(\$55,595)	-7.2%
Net cash used by capital and related financing activities	(\$10,490)	\$7,392	-170.5%	(\$31,282)	(\$28,780)	-8.0%	(\$5,150)	\$6,719	-230.5%	(\$484,330)	(\$494,684)	2.1%
Cash Flows From Investing Activities												
Proceeds from sales and maturities of investments	\$5,162	\$3,603	-30.2%	\$21,000	\$82,699	293.8%	\$58,924	\$38,388	-34.9%	\$2,565,621	\$2,393,931	-6.7%
Receipt of interest and dividends on investments	\$591	\$1,265	114.0%	\$2,250	\$5,163	129.5%	\$2,172	\$2,827	30.2%	\$61,689	\$100,583	63.0%
Purchase of investments	(\$8,633)	(\$1,331)	-84.6%	(\$47,000)	(\$102,129)	117.3%	(\$72,580)	(\$42,749)	-41.1%	(\$2,773,791)	(\$2,550,898)	-8.0%
Net cash used by investing activities	(\$2,880)	\$3,537	-222.8%	(\$23,750)	(\$14,266)	-39.9%	(\$11,484)	(\$1,534)	-86.6%	(\$146,480)	(\$56,383)	-61.5%
Net change in cash	(\$13,035)	\$21,651	-266.1%	(\$27,530)	(\$15,318)	-44.4%	(\$4,256)	\$17,698	-515.8%	(\$69,745)	\$66,446	-195.3%

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2017 AND 2018
(in thousands of dollars)

	DSU			UVU			SLCC			USHE		
	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg	2017	2018	% Chg
Cash - beginning of year	\$27,696	\$14,641	-47.1%	\$93,265	\$101,743	9.1%	\$31,127	\$26,871	-13.7%	\$949,342	\$915,585	-3.6%
Cash - end of year	\$14,661	\$36,292	147.5%	\$65,735	\$86,425	31.5%	\$26,871	\$44,569	65.9%	\$879,597	\$982,030	11.6%

Reconciliation of Operating Loss to Net Cash Provided By													
Operating Activities													
Operating Loss	(\$55,772)	(\$55,616)	-0.3%	(\$165,067)	(\$173,199)	4.9%	(\$134,934)	(\$124,780)	-7.5%	(\$1,054,188)	(\$1,065,671)	1.1%	
Other operating activities not requiring cash										\$20	\$2,294	11163.1%	
Provision for uncollectable loans and write-offs	\$81	\$158	95.9%							\$81	(\$49)	-161.1%	
Difference between actuarial calculated pension expense and actual contributions	\$36	(\$277)	-864.1%				\$1,127	(\$343)	-130.4%	\$1,743	(\$1,195)	-168.6%	
Operation & Maintenance Expense paid by DFCM				(\$2,711)	\$2,021	-174.5%	\$2,072	\$2,717	31.1%	\$2,594	\$6,370	145.5%	
Adjustments													
Depreciation and amortization expense	\$6,118	\$6,684	9.3%	\$16,384	\$17,053	4.1%	\$11,583	\$11,090	-4.3%	\$329,819	\$336,454	2.0%	
Gifts-in-kind and transfers reducing payments to suppliers							\$172	\$18	-89.8%	\$927	\$856	-7.7%	
Change in assets, deferred outflows and inflows of resources and liabilities													
Income from fines							\$3	\$3	11.8%	\$3	\$3	11.8%	
Receivables, net	(\$271)	(\$210)	-22.7%	(\$608)	\$871	-243.3%	\$597	(\$515)	-186.2%	(\$35,832)	(\$87,132)	143.2%	
Pledge Receivables										\$84	\$47	-44.0%	
Due from related parties											(\$7,451)	(\$10,734)	44.1%
Inventory	\$116	\$79	-32.5%	(\$134)	(\$316)	135.9%	\$1	\$275		(\$3,388)	(\$1,999)	-94.1%	
Prepaid expenses	\$69	(\$105)	-251.9%	\$256	(\$679)	-365.1%	(\$600)	(\$622)	3.6%	(\$3,388)	(\$1,999)	-94.1%	
Net pension asset				\$2		-100.0%				\$19	\$0	-100.0%	
Other assets							\$59	\$119	100.0%	\$3,404	\$4,044	18.8%	
Deferred outflows related to pensions										(\$1,110)	\$2,375	-314.0%	
Accounts payable	(\$4,480)	\$2,660	-159.4%	\$929	\$207	-77.7%				(\$6,764)	\$20,734	-406.5%	
Due to related parties				(\$190)	\$55	-128.8%				\$68	(\$160)	-336.6%	
Accrued payroll										\$23,942	\$11,083	-53.7%	
Accrued liabilities				\$3,955	(\$924)	-123.4%				\$4,364	(\$666)	-115.3%	
Accounts payable and accrued expenses	\$1,098	(\$394)	-135.9%				\$3,639	(\$2,417)	-166.4%	(\$33)	(\$136)	313.8%	
Compensated absences and early retirement benefits	\$98	\$190	92.5%				\$3,152	(\$1,733)	-155.0%	\$11,910	\$7,792	-34.6%	
Unearned Revenue	\$220	\$295	33.9%	\$175	\$475	171.8%	\$328	(\$372)	-213.7%	(\$19,161)	\$9,748	-150.9%	
Deposits and other liabilities				(\$106)	(\$135)	27.3%				(\$14,558)	\$14,742	-201.3%	
Net pension liability				(\$834)	(\$7,823)	838.2%				(\$5,892)	(\$65,397)	1009.9%	
Deferred inflows related to pensions										\$11,245	\$45,535	304.9%	
Net student loan activity							\$449	\$610	35.8%	\$490	\$879	79.3%	
Student loan receivables	\$21	\$139	571.6%							\$830	\$1,136	36.8%	
Deferred outflows of resources				(\$31)	\$290					(\$329)	\$316	-196.3%	
Deferred inflows of resources				\$1,644	\$6,782	312.6%				\$1,791	\$8,043	349.0%	
Net cash provided by operating activities	(\$52,665)	(\$46,399)	-11.9%	(\$146,337)	(\$155,322)	6.1%	(\$112,352)	(\$115,950)	3.2%	(\$752,668)	(\$758,890)	0.8%	

Noncash Investing, Capital, and Financing Activities													
Capital leases		\$529								\$2,601	\$14,634	462.6%	
Repairs and maintenance paid for by DFCM										\$1,657	\$1,180	-28.8%	
Capital projects paid for by DFCM					\$323					\$1,655	\$2,976	79.8%	
Donated property and equipment	\$8	\$18	139.7%	\$2,124	\$1,275	-40.0%	\$75	\$300	300.0%	\$7,629	\$6,005	-21.3%	
Completed construction projects transferred from State of Utah	\$1,468	\$2,145	46.1%	\$3,637		-100.0%		\$39,009		\$12,079	\$168,578	1295.7%	
Donated investment securities										\$70	\$997	1316.0%	
Reinvestment of investment dividends and interest										\$412	\$832	101.7%	
Investment purchases (Unsettled)											(\$443)	\$69	-115.6%
Annuity and life income													
Change in fair values of investments	\$394	\$58	-85.4%	\$248	\$2,661	973.2%	(\$91)	(\$1,117)	1127.9%	\$84,602	\$68,922	-18.5%	
Amortization of original issue premium, reoffering premium, and net loss on bonds										(\$222)	(\$1,232)	454.0%	
Deferred outflows of resources related to refunding of debt										\$504	\$0	-100.0%	
Additions to pledges receivable for non-capital financing activities										\$3,370	\$2,890	-14.2%	
Additions to pledges receivable for capital and related financing activities										\$2,700	\$2,234	-17.3%	
Disposal of capital assets	\$838	\$1,282	53.0%				(\$12)	(\$741)	6025.4%	(\$703)	(\$1,806)	156.8%	
Total noncash investing, capital, and financing activities	\$2,707	\$4,032	48.9%	\$6,009	\$4,258	-29.1%	(\$28)	\$37,451		\$115,911	\$266,280	129.7%	

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF EXPENSES BY FUNCTIONAL CLASSIFICATION
FOR THE YEAR ENDED JUNE 30, 2017 AND 2018
(in thousands of dollars)

Functional Classification of Expenses	UU			USU			WSU			SUU			SNOW		
	2017	2018	% Change	2017	2018	% Change	2017	2018	% Change	2017	2018	% Change	2017	2018	% Change
Instruction	\$491,606	\$505,157	2.8%	\$181,569	\$198,652	9.4%	\$85,023	\$87,403	2.8%	\$48,608	\$49,384	1.6%	\$15,926	\$17,473	9.7%
Research	\$343,778	\$391,251	13.8%	\$143,200	\$160,816	12.3%	\$1,006	\$916	-9.0%	\$79	\$71	-10.4%	\$43	\$76	76.7%
Public Service	\$803,607	\$720,955	-10.3%	\$65,616	\$69,042	5.2%	\$2,515	\$2,521	0.2%	\$17,690	\$19,190	8.5%	\$1,272	\$932	-26.7%
Academic Support	\$121,276	\$149,060	22.9%	\$40,972	\$39,750	-3.0%	\$20,548	\$23,141	12.6%	\$13,697	\$13,903	1.5%	\$3,146	\$3,286	4.5%
Student Services	\$35,918	\$39,028	8.7%	\$27,031	\$27,572	2.0%	\$19,682	\$20,802	5.7%	\$17,737	\$19,209	8.3%	\$7,075	\$7,703	8.9%
Institutional Support	\$83,464	\$118,514	42.0%	\$60,851	\$56,766	-6.7%	\$25,401	\$28,232	11.1%	\$14,893	\$16,301	9.4%	\$7,084	\$6,697	-5.5%
Operation and Maintenance of Plant	\$84,488	\$103,051	22.0%	\$45,937	\$50,169	9.2%	\$26,551	\$21,052	-20.7%	\$7,171	\$4,940	-31.1%	\$7,134	\$6,394	-10.4%
Depreciation	\$206,641	\$222,591	7.7%	\$45,591	\$48,888	7.2%	\$16,816	\$17,300	2.9%	\$6,358	\$6,894	8.4%	\$4,500	\$5,052	12.3%
Student Aid	-\$300	\$2,823		\$35,417	\$33,417	-5.6%	\$15,473	\$15,140	-2.1%	\$9,967	\$12,353	23.9%	\$4,369	\$4,642	6.2%
Component Units, Service, Auxiliary	\$504,630	\$565,683	12.1%	\$45,638	\$48,648	6.6%	\$23,133	\$23,948	3.5%	\$4,925	\$5,108	3.7%	\$716	\$716	0.1%
Other	\$144,941	\$162,498	12.1%												
Hospital	\$1,751,557	\$1,827,118	4.3%												
Total	\$4,571,606	\$4,807,729	5.2%	\$691,821	\$733,720	6.1%	\$236,150	\$240,454	1.8%	\$141,126	\$147,353	4.4%	\$51,265	\$52,971	3.3%
Total Annualized FTE	30,363	30,693	1.1%	23,584	23,513	-0.3%	17,434	18,069	3.6%	7,915	8,240	4.1%	3,931	3,915	-0.4%
Research	\$343,778	\$391,251	13.8%	\$143,200	\$160,816	12.3%	\$1,006	\$916	-9.0%	\$79	\$71	-10.4%	\$43	\$76	76.7%
Public Service	\$803,607	\$720,955	-10.3%	\$65,616	\$69,042	5.2%	\$2,515	\$2,521	0.2%	\$17,690	\$19,190	8.5%	\$1,272	\$932	-26.7%
Depreciation	\$206,641	\$222,591	7.7%	\$45,591	\$48,888	7.2%	\$16,816	\$17,300	2.9%	\$6,358	\$6,894	8.4%	\$4,500	\$5,052	12.3%
Other	\$144,941	\$162,498	12.1%												
Hospital	\$1,751,557	\$1,827,118	4.3%												
Subtotal	\$3,250,524	\$3,324,413	2.3%	\$254,407	\$278,746	9.6%	\$20,338	\$20,736	2.0%	\$24,128	\$26,154	8.4%	\$5,816	\$6,061	4.2%
Student Related Expenses (in '000s)	\$1,321,082	\$1,483,316	12.3%	\$437,414	\$454,974	4.0%	\$215,812	\$219,718	1.8%	\$116,999	\$121,198	3.6%	\$45,449	\$46,911	3.2%
Total Expense per FTE	\$43,510	\$48,328	11.1%	\$18,547	\$19,350	4.3%	\$12,379	\$12,160	-1.8%	\$14,782	\$14,709	-0.5%	\$11,562	\$11,982	3.6%
Staffing FTE Equivalents															
Total Faculty (Regular, Adjunct, TA)	4,298.73	4,532.72	5.4%	1,945.08	1,996.94	2.7%	992.95	994.39	0.1%	445.64	446.21	0.1%	190.40	230.20	20.9%
Total Staff (Full and Part-time)	15,008.52	18,010.60	20.0%	3,913.41	4,012.62	2.5%	1,536.32	1,595.74	3.9%	1,043.48	1,045.55	0.2%	301.03	267.79	-11.0%
Total Executives	67.46	67.68	0.3%	55.65	57.48	3.3%	22.00	19.00	-13.6%	30.92	30.82	-0.3%	7.30	9.30	27.4%
Total FTE Employees	19,374.71	22,611.00	16.7%	5,914.14	6,067.04	2.6%	2,551.27	2,609.13	2.3%	1,520.04	1,522.58	0.2%	498.73	507.29	1.7%

UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT OF EXPENSES BY FUNCTIONAL CLASSIFICATION
FOR THE YEAR ENDED JUNE 30, 2017 AND 2018
(in thousands of dollars)

Functional Classification of Expenses	DSU			UVU			SLCC			USHE		
	2017	2018	% Change	2017	2018	% Change	2017	2018	% Change	2017	2018	% Change
Instruction	\$26,381	\$27,646	4.8%	\$115,516	\$121,346	5.0%	\$83,904	\$78,659	-6.3%	\$1,048,534	\$1,085,720	3.5%
Research	\$93	\$75	-19.5%	\$336	\$452	34.4%				\$488,536	\$553,657	13.3%
Public Service	\$5,568	\$7,061	26.8%	\$1,177	\$818	-30.5%	\$1,291	\$1,069	-17.2%	\$898,737	\$821,587	-8.6%
Academic Support	\$8,933	\$9,721	8.8%	\$30,420	\$33,824	11.2%	\$12,095	\$12,055	-0.3%	\$251,087	\$284,741	13.4%
Student Services	\$13,631	\$14,934	9.6%	\$29,621	\$30,767	3.9%	\$24,629	\$23,406	-5.0%	\$175,323	\$183,421	4.6%
Institutional Support	\$12,851	\$12,984	1.0%	\$52,752	\$49,661	-5.9%	\$38,478	\$33,891	-11.9%	\$295,774	\$323,046	9.2%
Operation and Maintenance of Plant	\$9,602	\$7,954	-17.2%	\$24,970	\$23,565	-5.6%	\$15,033	\$18,572	23.5%	\$220,887	\$235,697	6.7%
Depreciation	\$6,118	\$6,684	9.3%	\$16,384	\$17,053	4.1%	\$18,876	\$11,090	-41.2%	\$321,284	\$335,552	4.4%
Student Aid	\$15,032	\$16,697	11.1%	\$30,464	\$33,855	11.1%	\$11,583	\$16,171	39.6%	\$122,004	\$135,099	10.7%
Component Units, Service, Auxiliary	\$6,462	\$6,811	5.4%	\$25,375	\$25,541	0.7%	\$11,289	\$8,554	-24.2%	\$622,168	\$685,008	10.1%
Other										\$144,941	\$162,498	12.1%
Hospital										\$1,751,557	\$1,827,118	4.3%
Total	\$104,672	\$110,567	5.6%	\$327,015	\$336,881	3.0%	\$217,178	\$203,467	-6.3%	\$6,340,832	\$6,633,144	4.6%

Total Annualized FTE	6,806	7,298	7.2%	25,069	26,464	5.6%	17,430	17,659	1.3%	132,532	135,851	2.5%
Research	\$93	\$75	-19.5%	\$336	\$452	34.4%				\$488,536	\$553,657	13.3%
Public Service	\$5,568	\$7,061	26.8%	\$1,177	\$818	-30.5%	\$1,291	\$1,069	-17.2%	\$898,737	\$821,587	-8.6%
Depreciation	\$6,118	\$6,684	9.3%	\$16,384	\$17,053	4.1%	\$18,876	\$11,090	-41.2%	\$321,284	\$335,552	4.4%
Other										\$144,941	\$162,498	12.1%
Hospital										\$1,751,557	\$1,827,118	4.3%
Subtotal	\$11,779	\$13,820	17.3%	\$17,897	\$18,323	2.4%	\$20,167	\$12,159	-39.7%	\$3,605,055	\$3,700,412	2.6%
Student Related Expenses (in '000s)	\$92,893	\$96,747	4.1%	\$309,118	\$318,559	3.1%	\$197,011	\$191,308	-2.9%	\$2,735,777	\$2,932,732	7.2%
Total Expense per FTE	\$13,649	\$13,257	-2.9%	\$12,331	\$12,037	-2.4%	\$11,303	\$10,833	-4.2%	\$20,642	\$21,588	4.6%

Staffing FTE Equivalents												
Total Faculty (Regular, Adjunct, TA)	515.57	530.54	2.9%	1,115.12	1,202.74	7.9%	836.06	797.33	-4.6%	10,339.55	10,731.07	3.8%
Total Staff (Full and Part-time)	640.20	664.33	3.8%	2,146.84	2,194.93	2.2%	1,349.41	1,360.09	0.8%	25,939.21	29,151.65	12.4%
Total Executives	20.83	22.83	9.6%	30.00	29.00	-3.3%	28.00	30.00	7.1%	262.16	266.11	1.5%
Total FTE Employees	1,176.60	1,217.70	3.5%	3,291.96	3,426.67	4.1%	2,213.47	2,187.42	-1.2%	36,540.92	40,148.83	9.9%

March 20, 2019

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – Debt Ratio Analysis

Issue

The Board of Regents has requested an annual report that includes a system-wide debt ratio analysis.

Background

During the March 2014 Regents Finance & Facilities Committee review of R588 *Delegation of Debt Policy to Boards of Trustees*, several members recommended the Commissioner's office prepare a system-wide debt ratio analysis to be presented in a future meeting, and to consider including in policy a statement requiring institutions to annually provide an informational debt report to the Board of Regents. This report addresses this request.

Three common ratios were chosen (viability, leverage, debt burden) that historically have proven good basic measures, from the publication "Ratio Analysis in Higher Education: New Insights for Leaders of Public Higher Education" 5th Edition. Each ratio is defined and presented by institution for the last five years using industry standards and formulas. When ratios are viewed together they can provide the general health of debt practices within USHE.

Viability Ratio: measures how many times an institution can cover their entire long-term debt obligation using their total expendable net assets. A ratio of 1:1 or greater indicates that an institution has sufficient expendable net assets to satisfy debt obligations. As the ratio falls below 1:1, the institution's ability to respond to adverse conditions from internal resources diminishes, as does its ability to attract capital from external sources and its flexibility to fund new objectives.

Leverage Ratio: measures the number of times that an institution's long-term debt can be covered using available net assets. A ratio of 2:1 or greater is recommended. Were this ratio to fall below 2:1, the concern would be that the institution might have difficulty maintaining its loan repayments should long-term economic conditions impacting the institution deteriorate.

Debt Burden Ratio: measures an institution's dependence on borrowed funds to finance its operation, by measuring the relative cost of borrowing to overall expenditures. Industry standards recommend 7% as the upper threshold for a healthy institution. The higher the ratio, the fewer resources are available for other

operational needs. A level trend or a decreasing trend indicates that debt service has sufficient coverage, whereas a rising trend signifies an increasing demand on financial resources to pay back debt.

Institutional Controllers submitted all financial information from their audited annual financial statements, and have reviewed the results along with Chief Financial Officers, Budget Officers, and OCHE staff.

Explanation of Unique Circumstances:

University of Utah

Beginning in FY 2016, the University of Utah began refunding older debt to take advantage of lower interest rates. This continued in FY 2017, with the Debt Burden Ratio showing the net effect of the refunding. During FY 2018, the total principal payment amount of \$110,571,000 included \$43,000,000 in payments on commercial paper, paid with university cash and refunding bonds GRB2017B. The \$43,000,000 amount was not a scheduled payment and the adjusted ratio is net of this amount. The University of Utah is well within the standard for the Debt Burden Ratio.

Utah State University

The total principal payment amount includes \$36,770,000 of refunded principal of Series 2013B Bonds, with the proceeds from the issuance of Series 2017 Bonds. The Debt Burden Ratio is net of this amount.

Utah Valley University (UVU)

The UVU Foundation reported as a blended component unit with the UVU's financial statements for FY 2017 and FY 2018. Recently, the UVU Foundation Board approved new bylaws that separated financial reporting according to GASB reporting standards; therefore, all ratios beginning in FY 2017 reflect this adjustment.

Salt Lake Community College

Salt Lake Community College had no debt at Fiscal Year End, June 30, 2016; therefore, there were no calculable ratios for Salt Lake Community College for FY 2016. During FY 2017, the only debt was a DFCM Energy Loan, which is an interest free vehicle. This has caused both the Viability and Leverage Ratios to calculate numbers that are not meaningful within the context of the ratios. The Debt Burden Ratio is still at zero because there was no debt service during FY 2017. During FY 2018, Salt Lake Community College acquired \$13,131,802 of long-term debt, but made no debt service or principal payments during FY 2018, therefore the FY 2018 Debt Burden Ratio remains at zero.

Explanation of Ratios not meeting Standards:

Snow College

Snow College's Viability Ratio is below the standard of 1:1 and has been for the last five years, (though they are trending up). The components of the Viability Ratio are Expendable Net Assets/Long Term Debt. Snow College had an increase in Net Assets due to the transfer of the Science building from DFCM to the College. The full value transferred was not an increase to Net investment in capital assets as some of the

items transferred were for minor equipment. Therefore, the non-capital portion of the assets transferred reflects an increase in unrestricted net assets. A smaller portion of the increase was due to other DFCM transfers that were not capitalized.

Snow College has been paying off their long-term debt since FY 2013, decreasing each year (FY 2013 total was \$17,815,052, while the total for FY 2018 was \$14,887,044). This shows that the College's efforts are improving the Viability Ratio.

The Viability Ratio should properly be viewed together with the Leverage Ratio. Snow College has a very healthy Leverage Ratio of 7.44 (the standard for this Ratio is 2:1 or higher). Snow College has maintained a robust Leverage Ratio during all the years that their Viability Ratio has been below the standard.

Dixie State University (DSU)

Dixie State University recognizes that the Viability Ratio is under 1.0, however when looked at in conjunction with other ratios which are quite positive (specifically the Leverage Ratio), are in good standing. The Viability Ratio is under 1.0 because of bonding for new facilities. The reason the FY 2018 Viability Ratio is low is similar to the reason it was low in FY 2016. DSU had \$14.6 million in "restricted" cash assets sitting in the trustee account as of fiscal year end. The trustee account was the cash account that held the 2017 bond proceeds, which will be used to build the Human Performance Center (still currently under construction). Because these restricted funds were not considered in the calculation of the Viability Ratio, it appears to be low. The ratio as presented includes these restricted assets.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS/MWM
Attachments

Debt Ratio Analysis

Viability Ratio	FY14	FY15	FY16	FY17	FY18
University of Utah	2.22	2.10	2.14	2.11	2.32
Utah State University	2.58	2.66	1.79	1.91	1.67
Weber State University	2.50	2.36	2.64	2.77	3.10
Southern Utah University	3.97	3.82	2.15	2.06	1.90
Snow College	0.94	0.88	0.97	0.97	0.98
Dixie State University	3.16	0.67	0.48	0.76	0.76
Utah Valley University	1.18	1.27	1.61	3.20	3.77
Salt Lake Community College	13.73	17.91	no debt	186.83	8.20

Viability Ratio measures how many times an Institution can cover their entire long-term debt obligation using their total Expendable Net Assets. A ratio of 1:1 or greater indicates that an Institution has sufficient expendable net assets to satisfy debt obligations. This ratio should be considered along with the Leverage Ratio.

Leverage Ratio	FY14	FY15	FY16	FY17	FY18
University of Utah	4.05	3.77	3.87	3.95	4.35
Utah State University	6.35	6.84	5.22	4.94	4.48
Weber State University	6.14	6.32	7.82	8.54	9.29
Southern Utah University	9.42	8.79	5.88	5.19	5.12
Snow College	5.46	5.51	5.57	5.80	7.44
Dixie State University	21.99	6.18	6.78	6.90	4.45
Utah Valley University	4.80	5.70	6.47	9.43	10.89
Salt Lake Community College	49.22	66.00	no debt	615.16	27.05

Leverage Ratio measures the number of times that an Institution's Long-Term Debt can be covered using available (unrestricted) Net Assets. Industry standard indicates the Institution should have a 2:1 ratio. Available Net Assets are defined as all Net Assets - Nonexpendable Net Assets. This ratio should be considered along with the Viability Ratio.

Debt Burden Ratio	FY14	FY15	FY16	FY17	FY18
University of Utah	6.5%	6.0%	2.4%	2.4%	2.5%
Utah State University	3.6%	2.2%	5.0%	2.7%	2.5%
Weber State University	2.2%	2.0%	2.0%	1.9%	2.0%
Southern Utah University	1.6%	3.5%	1.0%	1.8%	2.3%
Snow College	3.2%	2.8%	2.7%	2.7%	2.5%
Dixie State University	1.4%	2.7%	2.0%	2.2%	2.5%
Utah Valley University	2.4%	1.7%	3.0%	1.7%	1.5%
Salt Lake Community College	0.6%	0.6%	no debt	0.0%	0.0%

Debt Burden Ratio measures an Institution's dependence on borrowed funds to finance its operation, by measuring the relative cost of borrowing to overall expenditures. The industry has established 7.0% as the upper threshold for a healthy institution. Debt Service is defined as Interest Expense + Principal Payments. Total Expenditure is defined as Total Expenses - Depreciation Expense + Principal Payments.

Industry Standards & Formulas

1:1

Expendable Net Assets
Long-Term Debt

2:1

Available Net Assets
Long-Term Debt

< 7.0%

Debt Service
Total Expenditure

Source: Excerpts from "Ratio Analysis in Higher Education," 4th Edition (Prager & Co., LLC)

Debt Ratio Analysis - Industry Standard Rationale

Utah System of Higher Education

Viability Ratio (1:1)

Although a ratio of 1:1 or greater indicates that, as of the balance sheet date, an institution has sufficient expendable net assets to satisfy debt obligations, this value should not serve as an objective since most institutions would find this relationship unacceptable. However, the level that is "right" is institution-specific. The institution should develop a target for this ratio and other ratios that balances its financial, operating, and programmatic objectives.

There is no absolute threshold that will indicate whether the institution is no longer financially viable. However, the Viability Ratio can help define an institution's "margin for error." As the Viability Ratio's value falls below 1:1, the institution's ability to respond to adverse conditions from internal resources diminishes, as does its ability to attract capital from external sources and its flexibility to fund new objectives.

Leverage Ratio (2:1)*

This ratio is similar to a debt-to-equity ratio. It is different from the Viability Ratio because net investment in plant is included as part of the numerator. The numerator includes all net assets less nonexpendable net assets, plus the FASB component unit unrestricted and temporarily restricted net assets. The denominator includes all long-term debt of the institution and its component units.

Indications are that the threshold for this ratio should be above 1:1 for most institutions. How much above 1:1 is an institution-specific question. The lower this ratio becomes, concern increases that the institution might have difficulty maintaining its loan repayments should long-term economic conditions impacting the institution deteriorate. In fact, many financially sound public institutions operate effectively with a ratio less than 1:1.

Debt Burden Ratio (< 7%)

Investment bankers have identified an upper threshold for this ratio at 7 percent, meaning that current principal and interest expense should not be greater than 7 percent of total expenditures, a generally accepted threshold. Since debt service is a legal claim on resources, the higher the ratio the fewer the resources available for other operational needs. A level trend or a decreasing trend indicates that debt service has sufficient coverage without impinging further on financial resources required to support other functional areas. On the other hand, a rising trend in this ratio usually signifies an increasing demand on financial resources to pay back debt.

March 20, 2019

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – Annual Money Management Report

Issue

Pursuant to *Utah Code 51-7-13(3)(a)(c)*, *Utah Code 51-8-303(6)*, and Board of Regents policy R541, USHE institutions are required to submit to the Board monthly and annual reports detailing the deposit and investment of funds. The Board then submits an annual summary report of all investments by institution to both the Governor and the Legislature. This report serves as the annual summary report and meets the requirements outlined in statute.

Background

On both a monthly and annual basis USHE Institutions prepare investment reports that are reviewed and approved by both the institution treasurer and internal auditor(s). The treasurer certifies that the institution complies with the Uniform Prudent Management of Institutional Funds Act (UPMIFA) and the State Money Management Act. The internal auditor(s) verifies compliance with state statutes, Regents' policy, institutional policy, federal regulation, strength of controls, and confirms the completeness and accuracy of the investment reports. Completed reports are submitted to the institution's Board of Trustees for review and approval (as delegated by the Board of Regents) and forwarded to the Commissioner's Office for review and record keeping

Statute requires that the annual summary report to the Governor and Legislature represent audited values. To meet this requirement, this report is prepared after the state auditors complete their annual financial audit of the institutions. The investment figures used in this report tie to the audited "Statement of Net Assets" found in the institution's financial statements.

The attached report demonstrates the relative size of institutional investments and the asset allocations in place at each school by investment category. The categories are:

- Endowment Investments - governed by UPMIFA and regents policy R541;
- Foundation Investments - governed by a Foundation Board of Trustees/Directors operating under the requirements of non-profit 501(c)(3)s; and
- Other Investments - all funds not endowment or foundation operating under the guidelines and requirements of Utah Code 51-7, and Utah Money Management Act.

Additional Information

The Commissioner's staff has worked with USHE controllers to provide additional information regarding the oversight and review of the investment process to address Regent questions regarding asset allocation, compliance with laws and regulations, return on assets, and risk management. The following information prepared by institutions describe their processes and procedures for evaluating the performance of their respective investments, the various benchmarks used in the evaluation process, and clarifying notes describing the use of outside industry professionals to assist in the management of institutional investments.

Oversight and Review

The responsibility for oversight, management, and reporting of assets invested, including the management of the portfolio, selection of investment products, and investiture/divestiture decisions, is delegated by the Board of Regents to an institution's Board of Trustees. To assist with this charge, the institutions have created investment committees to help with the operational responsibilities. The membership of these committees vary by campus, but may include: trustees, institutional officers, designated treasurers, institution employees, members of the business community, and/or investment professionals. Institutional use of outside professionals varies. In some cases, outside professionals (i.e. Commonfund, Wells Fargo, LCG Associates, Albourne America, and Strata Financial Services) are hired to manage pieces of investment portfolios. In other cases, individuals who are recognized investment professionals may sit on the investment committees.

Investment committees evaluate the respective investments relative to returns, risk mitigation, institutional needs, reasonableness, effectiveness, overall position, prudence, and management cost, while maintaining compliance with statutes, policies, authorities, and regulations.

Reports of the positions, instruments, and balances prepared on a monthly and a quarterly basis by the designated treasurer, approved by committees, and presented to the institutional President and Board of Trustees for review and approval.

Performance Measurement

Institutions use industry standard benchmarks to measure the return on their investments, allocation of assets, and risk level. The benchmark tools may include S&P 500, Russell 3000, Morgan Stanley (MSCI) for equity funds, UBS index, Barclays Capital Index, London Interbank Offered Rate (LIBOR), and peer group comparisons. Several institutions participate in a national survey by NACUBO – Commonfund Study of Endowments (which includes all major colleges and universities in the U.S.). The results of this annual study are a key indicator of how their investment practices and results compare to other major universities. The NACUBO study also provides insights into current investment trends and ways to improve overall results. Dixie State University has chosen to place the bulk of their investments with the University of Utah, thus getting the benefit of all the investment strategies the University of Utah has access to, as well as to professionals on staff.

Foundations

University foundations have a board and committee that oversee and direct the investments of each foundation. The foundations are subject to federal regulations. In the case of Dixie State University, the

foundation is a completely separate entity from the institution. Dixie State University does not maintain any institutional investments within their foundation.

Utah State University's foundation is part of the university or "dependent foundation", and dedicated to maximizing support from private donations. As such, foundation funds are invested as part of the university endowment according to current university guidelines, oversight protocols, performance evaluation standards, and according to the same investment policies as all other university funds.

Note

Snow College had a net decrease of \$408,226 in FY2018, due to the completion and contribution to the Robert M. and Joyce S. Graham Science Center during FY 2018.

Commissioner's Recommendation

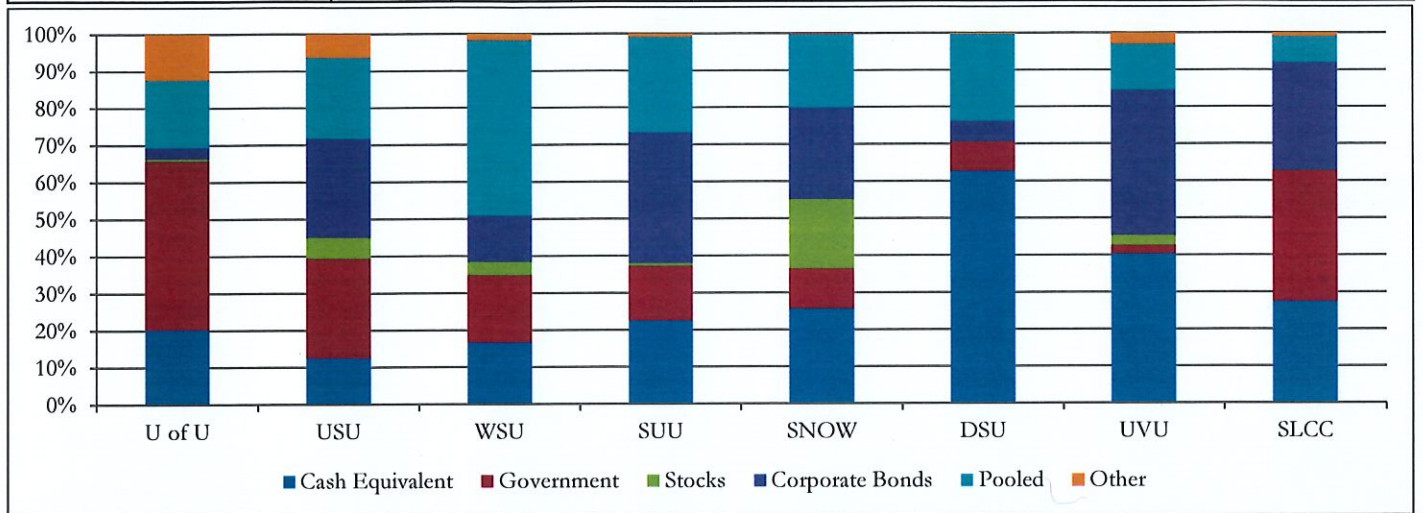
This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS/MWM
Attachments

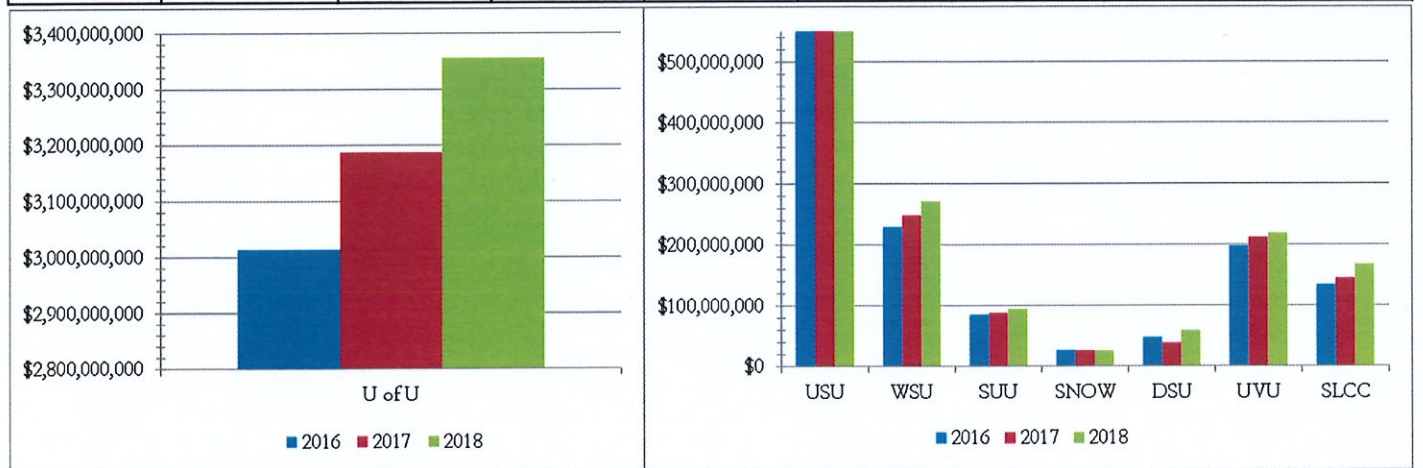
2018 Summary of USHE Investments

Category of Investment	Class	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Cash Equivalent	A	20.19%	12.46%	16.70%	22.49%	25.65%	62.70%	40.32%	27.43%
Government	B	45.51%	26.97%	18.13%	14.75%	10.81%	7.93%	2.29%	35.19%
Stocks	C	0.63%	5.57%	3.65%	0.72%	18.68%	0.04%	2.65%	0.02%
Corporate Bonds	D	3.06%	26.85%	12.42%	35.36%	24.75%	5.57%	39.28%	29.32%
Pooled	E	18.27%	21.87%	47.48%	25.81%	19.95%	23.55%	12.46%	7.06%
Other	F	12.34%	6.29%	1.63%	0.87%	0.16%	0.22%	3.00%	0.98%



3 Year Comparison of All Fund Investments

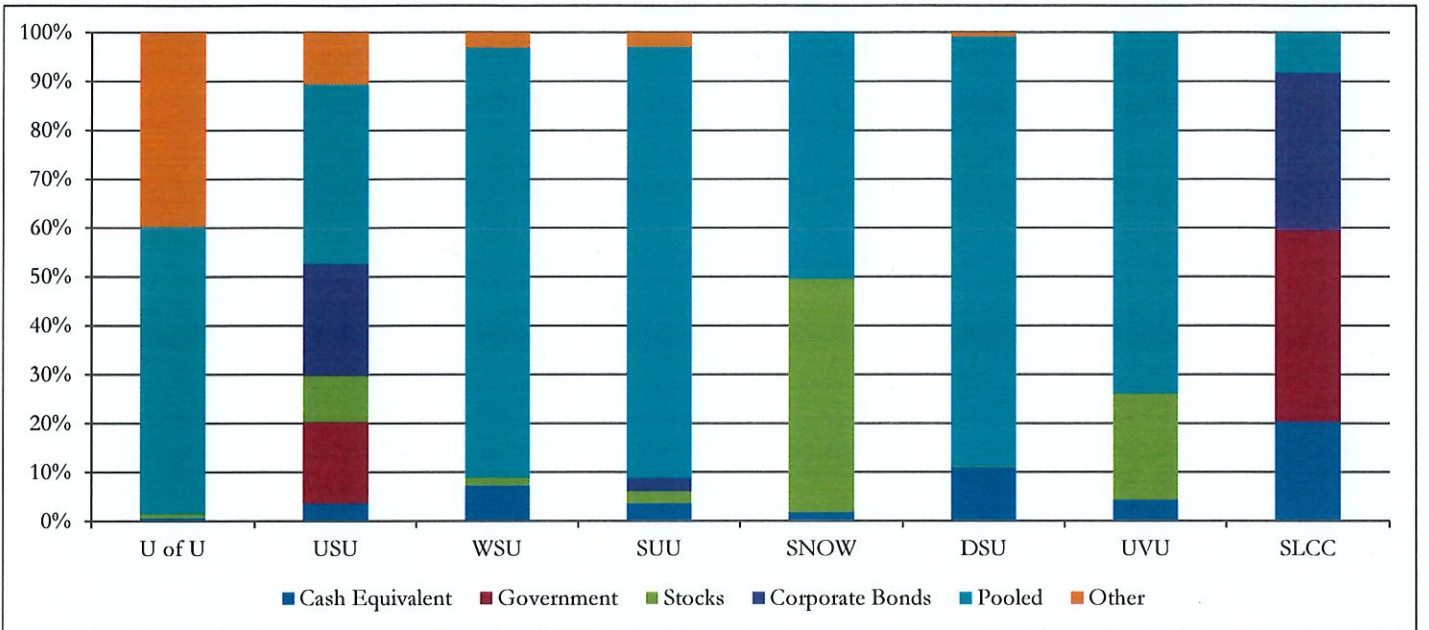
Fiscal Year	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
2016	\$3,014,531,929	\$600,208,072	\$229,339,351	\$85,590,938	\$26,819,011	\$47,722,839	\$197,633,791	\$134,326,129
2017	\$3,187,691,039	\$631,850,447	\$248,951,130	\$88,322,515	\$26,218,129	\$38,885,320	\$212,504,957	\$145,567,320
2018	\$3,355,923,908	\$659,092,628	\$271,168,629	\$94,504,351	\$25,809,903	\$59,103,497	\$218,862,656	\$167,551,537



Summary of all funds invested by each Institution over the previous three years. Data shows the trends that the Institutions are seeing in the value of their respective investments. In an attempt to present all Institutions at the appropriate visual scale, the University of Utah is displayed separately.

Endowment Investments

Category of Investment	Class	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Cash Equivalent	A	0.58%	3.56%	7.23%	3.53%	1.68%	11.01%	4.27%	20.34%
Government	B	0.00%	16.72%	0.00%	0.00%	0.00%	0.00%	0.00%	38.93%
Stocks	C	0.90%	9.37%	1.61%	2.47%	47.83%	0.13%	21.72%	0.00%
Corporate Bonds	D	0.00%	22.92%	0.00%	2.73%	0.00%	0.00%	0.00%	32.44%
Pooled	E	58.81%	36.84%	88.03%	88.29%	50.49%	88.03%	74.02%	8.29%
Other	F	39.72%	10.60%	3.13%	2.98%	0.00%	0.84%	0.00%	0.00%



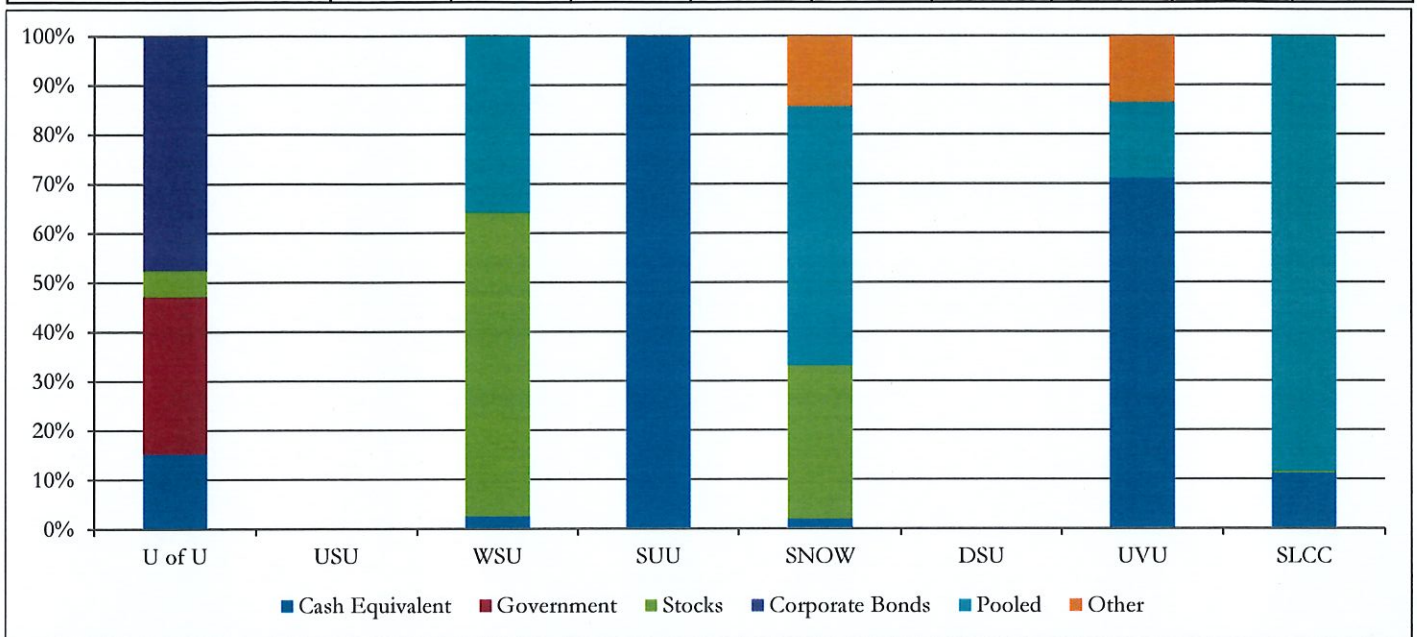
Investment allocation of endowment funds by category, as of June 30, 2018.

Category of Investment	Class	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Saving/Checking/Money Mkt Accounts	A	\$5,828,146	\$10,127,414	\$369,944	\$279,743	\$165,611	\$258,084	\$1,141,120	152,210.00
Repurchase Agreements	A	-	-	-	-	-	-	-	-
Certificates of Deposit	A	-	-	-	-	-	-	-	-
Commercial Paper	A	-	-	-	-	-	-	-	-
Utah PITIF Accounts	A	\$174,150	\$3,800,185	\$9,845,661	\$695,083	-	\$1,481,696	-	\$1,452,473
Obligations of US Government	B	-	\$49,693,013	-	-	-	-	-	3,071,163.00
Obligations of State/Local Government	B	-	\$15,711,236	-	-	-	-	-	-
Stocks	C	\$9,378,595	\$36,677,459	\$2,274,157	\$683,020	\$4,730,504	\$20,610	\$5,805,895	-
Corporate Bonds	D	-	\$89,654,197	-	\$753,760	-	-	-	2,559,303.00
Mutual Funds	E	\$613,197,437	\$116,761,592	-	\$24,390,091	\$4,993,519	\$13,915,897	\$19,789,204	\$653,633
Commonfund Accounts	E	-	\$27,370,563	\$124,320,815	-	-	-	-	-
Alternative	F	\$414,096,793	\$41,459,298	-	\$821,925	-	\$132,619	-	-
Other	F	-	-	\$4,417,051	-	-	-	-	-
Total		\$1,042,675,121	\$391,254,957	\$141,227,628	\$27,623,622	\$9,889,634	\$15,808,906	\$26,736,219	\$7,888,782
Percent of Total		62.69%	23.53%	8.49%	1.66%	0.59%	0.95%	1.61%	0.47%
USHE Total		\$1,663,104,869							

Schedule of total endowment funds invested by each Institution, as of June 30, 2018. Endowment funds are invested according to policy guidelines of the Uniform Prudent Management of Institutional Funds Act (UPMIFA) and Regents Policy R541. Endowment investments by Institution are shown at the sub-category level, which roll up into the six categories in above.

Foundation Investments

Category of Investment	Class	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Cash Equivalent	A	15.15%	0.00%	2.46%	100.00%	1.88%	0.00%	71.10%	11.19%
Government	B	31.95%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Stocks	C	5.33%	0.00%	61.64%	0.00%	31.16%	0.00%	0.00%	0.29%
Corporate Bonds	D	47.57%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Pooled	E	0.00%	0.00%	35.90%	0.00%	52.57%	0.00%	15.38%	88.52%
Other	F	0.00%	0.00%	0.00%	0.00%	14.40%	0.00%	13.52%	0.00%



Investment allocation of foundation funds by Institution, as of June 30, 2018.

Category of Investment	Class	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Saving/Checking/Money Mkt Accounts	A	\$12,407,936	-	\$296,401	\$8,088	5,535.00	-	\$671,654	\$1,412,369
Repurchase Agreements	A	-	-	-	-	-	-	-	-
Certificates of Deposit	A	\$11,808,241	-	-	-	-	-	-	-
Commercial Paper	A	8,473,420	-	-	-	-	-	-	-
Utah PTIF Accounts	A	-	-	\$7,333	1,222,862	-	-	\$33,912,032	-
Obligations of US Government	B	\$68,930,951	-	-	-	-	-	-	-
Obligations of State/Local Government	B	-	-	-	-	-	-	-	-
Stocks	C	\$11,499,514	-	\$7,617,523	-	91,839	-	-	\$36,777
Corporate Bonds	D	\$102,643,769	-	-	-	-	-	-	-
Mutual Funds	E	-	-	-	-	154,948	-	\$7,479,817	\$11,175,497
Commonfund Accounts	E	-	-	\$4,436,652	-	-	-	-	-
Alternative	F	-	-	-	-	-	-	3,992,263	-
Other	F	-	-	-	-	42,437	-	\$2,582,165	-
Total		\$215,763,831	\$0	\$12,357,909	\$1,230,950	\$294,759	\$0	\$48,637,931	\$12,624,643
Percent of Total		74.17%	0.00%	4.25%	0.42%	0.10%	0.00%	16.72%	4.34%
USHE Total		\$290,910,023							

Schedule of total foundation funds invested by each Institution, as of June 30, 2018. Foundation investments are approved by the Foundation's Board of Trustees, which operates under the requirements of nonprofit 501(c)(3) foundations.

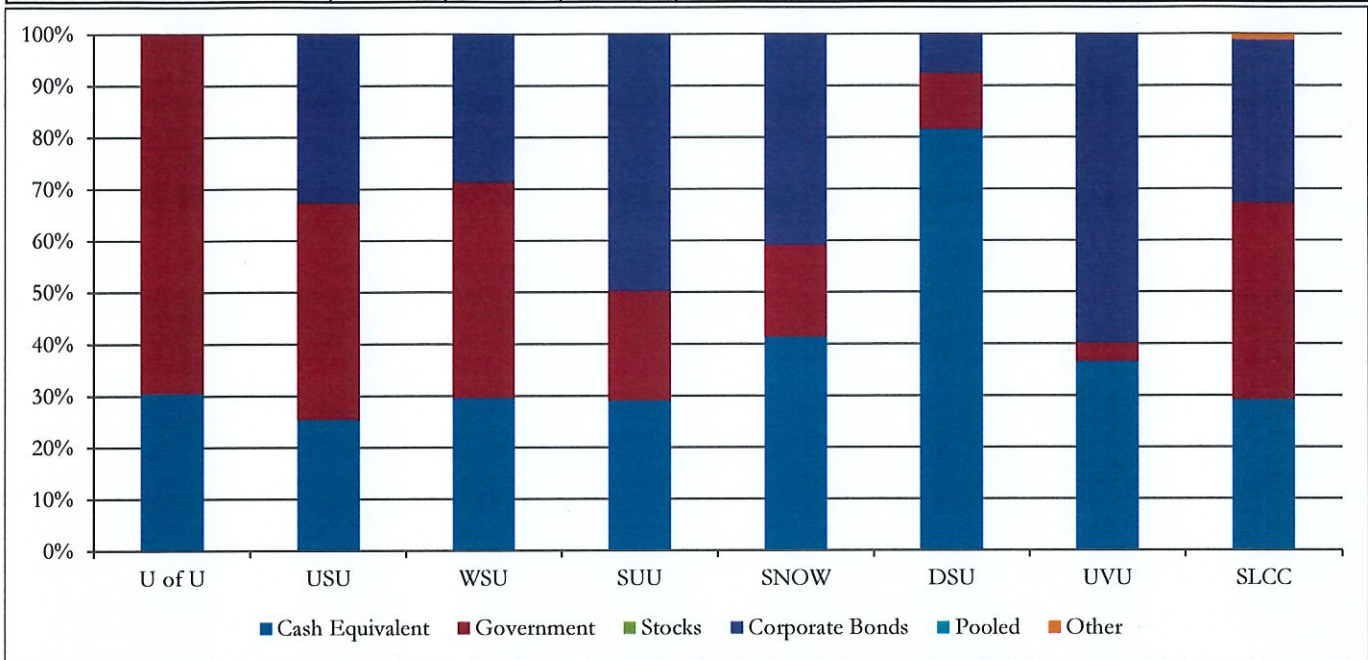
Foundation investments are shown at the sub-category level, which roll up into the six categories in above. The following should be noted:

- USU Foundation is invested as part of the University Endowment, and is reported as part of their financial statements.
- DSU's Foundation is not part of the Institution.

Beginning in FY 2018, UVU's Foundation Board approved new bylaws that gives the University President approval authority on all Board Members. UVU Foundation is now a blended component of the University, (appearing as such in the FY 2018 Financial Statements). FY 2017 Financial Statements were restated in accordance with GASB Reporting Standards.

Other Investments

Category of Investment	Class	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Cash Equivalent	A	30.46%	25.45%	29.57%	29.01%	41.27%	81.58%	36.60%	29.20%
Government	B	69.52%	41.96%	41.80%	21.23%	17.86%	10.82%	3.49%	38.01%
Stocks	C	0.02%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Corporate Bonds	D	0.00%	32.59%	28.63%	49.76%	40.88%	7.60%	59.92%	31.68%
Pooled	E	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Other	F	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.12%



Investment allocation of other funds (not endowment or foundation) by Institution, as of June 30, 2018.

Category of Investment	Class	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Saving/Checking/Money Mkt Accounts	A	171,355,051	26,672,962	3,272,507	471,692	830,436	17,970,069	9,059,091	1,987,019
Repurchase Agreements	A	122,900,000	-	-	-	202,708	-	-	-
Certificates of Deposit	A	-	-	-	1,023,153	-	-	-	-
Commercial Paper	A	-	-	-	-	-	-	-	-
Utah PTIF Accounts	A	344,612,815	41,491,056	31,491,107	17,552,956	5,414,758	17,348,566	43,453,653	40,946,032
Obligations of US Government	B	1,454,653,580	104,453,681	49,153,450	13,934,760	2,595,528	4,685,930	5,000,042	55,888,974
Obligations of State/Local Government	B	3,604,676	7,924,352	-	-	195,186	-	-	-
Stocks	C	358,834	-	-	-	-	-	-	-
Corporate Bonds	D	-	87,295,620	33,666,028	32,667,218	6,386,894	3,290,026	85,975,720	46,574,150
Mutual Funds	E	-	-	-	-	-	-	-	-
Commonfund Accounts	E	-	-	-	-	-	-	-	-
Alternative	F	-	-	-	-	-	-	-	1,641,937
Other	F	-	-	-	-	-	-	-	-
Total		2,097,484,956	267,837,671	117,583,092	65,649,779	15,625,510	43,294,591	143,488,506	147,038,112
Percent of Total		72.38%	9.24%	4.06%	2.27%	0.54%	1.49%	4.95%	5.07%
USHE Total		2,898,002,217							

Schedule of total other investments by each Institution, as of June 30, 2018. The guidelines and requirements for these investments follow Utah Code 51-7- Utah Money Management Act. These funds are required to be invested in a qualified depository. Amounts are shown at the sub-category level, which roll up into the six categories listed in above.

March 20, 2019

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – Fall 2018 End-of-Term & Spring 2019 Third Week Enrollment Reports

Issue

The Board has requested an annual report highlighting Fall 2018 end-of-term and Spring 2019 third-week enrollment levels.

Background

Fall end-of-term enrollment data represents the number of students who completed coursework at any time during the semester, rather than just those enrolled at the third-week snapshot census date. Fall 2018 end-of-term resulted in an additional 4,649 students compared to the third-week snapshot. Furthermore, institutions reported an additional 1,185 full-time equivalent students (FTE) at fall end-of-term. The additional headcount and FTE are a result of capturing new 2nd block enrollments and the addition of the CTE (non-credit) course work that is only captured at the end-of-term.

Year-to-year comparisons indicate that USHE institutions experienced slight growth (1.31%) in headcount when compared to the end-of-term data for the Fall 2017 semester, representing an increase of 2,437 students. FTE enrollments showed an increase of 1,731.5 (1.34%) when compared to 2017.

A more comprehensive review of Fall 2017 end-of-term enrollment data is available in an updated Tab C – Enrollments in the 2019 USHE Data Book <http://higheredutah.org/data/>.

Spring 2019 third-week enrollment data indicates a small increase in enrollments for the Utah System of Higher Education (USHE) when compared to the 2018 Spring semester. At the third-week snapshot, USHE is reporting an increase in total headcount of 1,881 students (1.19%) and a FTE increase of 1,565 (1.39%).

Total and budget-related headcounts and FTE numbers for each institution are included in the following attachments. Gender and ethnicity enrollment reports are also included in the attachments.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/JAC
Attachments

**Utah System of Higher Education
FALL 2018 END-OF-TERM**

Total Enrollment

USHE Institution	Headcount	Change over 2017	FTE	Change over 2017
University of Utah	33,369	0.65%	28,594	1.44%
Utah State University	29,367	1.17%	23,153	1.49%
Weber State University	28,119	-0.92%	16,739	-2.80%
Southern Utah University	10,772	5.14%	8,268	6.53%
Snow College	5,574	-0.27%	4,022	-1.84%
Dixie State University	9,986	2.87%	7,539	1.90%
Utah Valley University	40,471	7.11%	26,770	6.24%
Salt Lake Community College	30,940	-4.14%	15,621	-4.15%
USHE Total	188,598	1.31%	130,705	1.34%

Budget Related Enrollment

	Headcount	Change over 2017	FTE	Change over 2017
University of Utah	32,157	0.45%	27,902	1.17%
Utah State University	26,375	1.12%	21,105	1.80%
Weber State University	18,333	-2.52%	12,660	-3.59%
Southern Utah University	8,584	7.80%	7,611	8.05%
Snow College	4,716	-3.42%	3,633	-2.79%
Dixie State University	8,100	-0.61%	6,744	-0.23%
Utah Valley University	29,645	3.31%	22,349	4.47%
Salt Lake Community College	23,347	-1.83%	13,133	-2.88%
USHE Total	151,257	0.59%	115,138	1.09%

Notes:

*FTE's are based on a formula calculation and are rounded to the nearest one.

Utah System of Higher Education

Fall 2017 End-of-Term USHE Total Headcount by Gender

GENDER	2017	2018	CHANGE #	CHANGE %
Female	94,708	97,686	2,978	3.14%
Male	91,453	90,912	(541)	-0.59%
Total	186,161	188,598	2,437	1.31%

Utah System of Higher Education

Fall 2018 End-of-Term USHE Total Headcount by Ethnicity*

Ethnicity	2017	2018	CHANGE #	CHANGE %
American Indian Alaskan	1,532	1,415	(117)	-7.6%
Asian	4,578	4,677	99	2.2%
Black or African American	2,572	2,603	31	1.2%
Hawaiian or Pacific Islander	1,405	1,308	(97)	-6.9%
Hispanic or Latino	20,497	21,823	1,326	6.5%
White	137,306	138,781	1,475	1.1%
Multiple Categories	5,458	5,890	432	7.9%
Non-Resident Alien	5,278	5,010	(268)	-5.1%
Unspecified	7,535	7,091	(444)	-5.9%
Total	186,161	188,598	2,437	1.31%

SPRING 2019 – Third Week Snapshot

Utah System of Higher Education - Spring 2019 Third Week

Total Enrollment

USHE Institution	Headcount	Change over 2018	FTE	Change over 2018
University of Utah	31,369	0.71%	26,566	1.19%
Utah State University	24,043	-0.82%	19,572	-0.12%
Weber State University	23,527	3.04%	14,875	3.08%
Southern Utah University	9,550	9.12%	7,530	9.02%
Snow College	4,833	3.03%	3,521	1.56%
Dixie State University	8,424	-0.17%	6,445	-0.15%
Utah Valley University	33,817	3.55%	23,116	3.63%
Salt Lake Community College	24,306	-3.65%	12,860	-4.78%
USHE Total	159,869	1.19%	114,485	1.39%

Budget Related Enrollment

	Headcount	Change over 2018	FTE	Change over 2018
University of Utah	30,516	0.94%	26,115	1.07%
Utah State University	23,293	-0.56%	19,120	0.17%
Weber State University	17,401	0.43%	12,344	0.94%
Southern Utah University	8,163	8.42%	7,179	9.31%
Snow College	4,322	1.81%	3,301	-0.23%
Dixie State University	7,303	-1.07%	5,984	-0.25%
Utah Valley University	28,078	3.09%	21,041	3.88%
Salt Lake Community College	20,698	-5.09%	11,621	-5.80%
USHE Total	139,774	0.43%	106,704	1.03%

Notes:

*FTE's are based on a formula calculation and are rounded to the nearest one.

Utah System of Higher Education*Spring 2019 3rd Week USHE Total Headcount by Gender*

GENDER	2018	2019	CHANGE #	CHANGE %
Female	80,313	81,984	1,671	2.08%
Male	77,675	77,885	210	0.27%
Total	157,988	159,869	1,881	1.19%

Utah System of Higher Education*Spring 2019 3rd Week USHE Total Headcount by Ethnicity**

Ethnicity	2018	2019	CHANGE #	CHANGE %
American Indian Alaskan	1,312	1,194	(118)	-9.0%
Asian	4,125	4,118	(7)	-0.2%
Black or African American	2,211	2,107	(104)	-4.7%
Hawaiian or Pacific Islander	1,170	1,056	(114)	-9.7%
Hispanic or Latino	17,146	17,981	835	4.9%
White	117,819	118,954	1,135	1.0%
Multiple Categories	4,762	5,221	459	9.6%
Non-Resident Alien	4,778	4,782	4	0.1%
Unspecified	4,665	4,456	(209)	-4.5%
Total	157,988	159,869	1,881	1.19%

March 20, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Trustee Property Action
Issue

As required by Regent policy the University of Utah is notifying the Board that in the November 2018 meeting its Board of Trustees approved the disposal of 4.45 acres of vacant land gifted to the University.

Background

Regent Policy R704, *Disposal of Real Property* delegates authority to institutional Board of Trustees to dispose of institutional property valued at less than \$500,000. The policy requires institutions to notify the Board regarding any approved Trustee property transactions in the next regularly scheduled State Board of Regents meeting.

During the November 13, 2018 meeting, the University of Utah Board of Trustees approved the disposal of 4.45 acres of vacant land located in the foothills above Holladay at 4961 and 5051 South Wasatch Boulevard in Salt Lake County. The University sold the property, which is undevelopable, for the appraised value of \$85,000 and the transaction closed on February 12, 2019. The attached letter from the University and property appraisal provide 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

February 14, 2019

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

Dear Commissioner Buhler:

The University of Utah hereby notifies the Board of Regents' at the March 2019 meeting of the following sale of donated or gifted property:

1. 4.45 acres of vacant land located at approximately 4961 & 5051 South Wasatch Blvd. in Salt Lake County, Utah:
 - a. Gifted to the University by Lue Wana Gordon
 - b. Sold for \$85,000
 - c. The two parcels appraised for \$17,000 and \$68,000 respectively
 - i. Executive summary page of the University's appraisal is attached for reference. Please note that the University agreed with the buyer that the 0.708 acres located at 4961 South Wasatch Blvd is undevelopable
 - d. Transaction closed on February 12, 2019

Thank you, as always, for your consideration and support.

Sincerely,



Patricia A. Ross
Chief Business Strategy Officer

c: Ruth V. Watkins
Kimberly Henrie
Jonathon Bates



August 27, 2018

University of Utah
505 Wakara Way, Suite 210
Salt Lake City, Utah 84108

Attn: Jonathon Bates, CPM, Executive Director, Department of Real Estate Administration

Re: Appraisal Report – 0.708 Acre of Vacant Land, located at 4961 South Wasatch Boulevard, Millcreek, Utah, and 3.738 Acres of Vacant Land, located at 5051 South Wasatch Boulevard, Partially in Millcreek and Partially in Unincorporated Salt Lake County, Utah.

At your request for an appraisal concerning the market value of the afore-mentioned properties, we submit herewith this narrative appraisal report which contains the basis, data and analysis upon which our value estimates are predicated. The function of the report is to estimate market value as defined in the report for possible sales considerations.

The value estimates are for all rights of ownership in fee simple, except easements of record, if any.

This is an appraisal report which is intended to comply with the reporting requirements set forth under Standards Rule 2-2(a) of the Uniform Standards of Professional Appraisal Practice for an appraisal report set forth by the Appraisal Foundation as supplemented by the Appraisal Institute. As such, it presents discussions of the data, reasoning, and analyses that were used in the appraisal process to develop the appraiser's opinion of value. Supporting documentation concerning the data, reasoning and analyses is retained in the appraiser's file. The depth of discussion contained in this report is specific to the needs of the client and for the intended use stated in the report. The appraiser is not responsible for unauthorized use of this report.

Based on the valuation analysis contained in the following appraisal report, the market values are concluded as follows:

MARKET VALUE CONCLUSIONS			
Appraisal Premise	Interest Appraised	Date of Value	Value Conclusion
0.708 Acre at 2961 South Wasatch Boulevard	If Developable – Fee Simple	July 27, 2018	\$180,000
0.708 Acre at 2961 South Wasatch Boulevard	If Not Developable – Fee Simple	July 27, 2018	\$17,000
3.738 Acres at 5051 South Wasatch Boulevard	Fee Simple	July 27, 2018	\$68,000

The usage of any extraordinary assumptions and hypothetical conditions might affect the assignment results.

SPECIAL ASSUMPTIONS: None

EXTRAORDINARY ASSUMPTIONS:

- We have estimated the square footage or acreage of the easement areas. These are subject to surveys. If surveys indicate different areas, the values in this appraisal would be subject to change.
- The 0.708 acre parcel at 4961 South Wasatch Boulevard is Lot 2 in the Lue Wana Gordon Subdivision. There are three potential property characteristics that restrict development. They are listed as follows: 1) Much of the lot is encumbered by the Metropolitan Water District Aqueduct Right-of-Way. 2) Much of the lot is encumbered by a Utah Power and Light Company easement. 3) Topography, which consists of some slopes greater than 30%, restricts development. We were not provided with a detailed topography map and therefore, cannot determine if the parcel can be developed with a dwelling. We contacted the Salt Lake County Planning Office. They indicated it is unknown if the subject parcel is developable with a single-family dwelling. They stated surveys would have to be conducted in order to determine if the parcel is developable. Therefore, we have conducted two valuations of the 0.708 acre parcel. The first will value the parcel as if it were not developable. The second will value the parcel as if it were developable.
- A survey shows 5051 South Wasatch Boulevard to be 3.738 acres. This is different from the county records. We used the acreage from the survey.

HYPOTHETICAL CONDITIONS: None

ESTIMATED EXPOSURE TIME: 12 months

ESTIMATED MARKETING TIME: 12 months or less

After talking with real estate brokers familiar with the subject area, the estimated exposure time is concluded to be 12 months or less. Marketing time is also considered to be 12 months or less. Both exposure and marketing time are defined later in the report.

The foregoing value estimates and conclusions are subject to the assumptions and limiting conditions contained in the report. We trust the report satisfies your request. Please call if you have any questions or need further assistance.

March 20, 2019

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 Jan 11, 2019, Snow College, Ephraim, Utah (Attachment), January 25, 2019, Utah Valley University, Orem, Utah (Attachment).

B. Grant Proposals

1. University of Utah – US Department of Energy; “Solarstarts”; \$4,411,297. Masood Parvania, Principal Investigator.
2. University of Utah – DOE Solar Energy Technologies Office: “PSA-DERMS”; \$4,298,125. Mingxi Liu, Principal Investigator.
3. University of Utah – NIH Natl Inst Arthrit Muscoskel Skin Dis; “Bowles A01 Sequence-Specific”; \$2,237,867. Robert Daniel Bowles, Principal Investigator.
4. University of Utah – DHHS National Institutes of Health; “Magneto Electric Magnetometer”; \$1,864,263. Massood Tabib-Azar, Principal Investigator.
5. University of Utah – US Department of Energy; “Water Treatment PSHP”; \$1,117,554. Mostafa Sahraei-Ardakani, Principal Investigator.
6. University of Utah – National Science Foundation; “Synbiohub Design Repository”; \$1,020,324. Chris J Myers, Principal Investigator.
7. University of Utah – NIH National Institute Environl Hlth Sci; “Reilly R01 Renewal”; \$3,615,960. Christopher A Reilly, Principal Investigator.
8. University of Utah – NIH National Cancer Institute; “McMahon P50 05.25.18”; \$11,568,082. Martin McMahon, Principal Investigator.

9. University of Utah – NIH National Cancer Institute; “Racial/Ethnic disparities”; \$7,754,287. Jennifer Anne Doherty, Principal Investigator.
10. University of Utah – DHHS National Institutes of Health; “Tantin-CHOU R01 12/2018”; \$2,285,131. Dean R Tantin, Principal Investigator.
11. University of Utah – US Department of Defense; “Spike_Welm_DOD_11.2018”; \$1,504,311. Benjamin T Spike, Principal Investigator.
12. University of Utah – NIH Natl Ctr for Advncing Translt Scnces; “Fair”; \$3,870,795. Julio Cesar Facelli, Principal Investigator.
13. University of Utah – DHHS National Institutes of Health; “R01 New CD8”; \$2,989,830. Brian D Evavold, Principal Investigator.
14. University of Utah – DHHS national Institutes of Health; “R01 MOG CD8 Grant 2018”; \$2,773,352. Brian D Evavold, Principal Investigator.
15. University of Utah – Biogen; “Biogen 221AD302”; \$1,706,250. Norman Foster, Principal Investigator.
16. University of Utah – University of Washington; “Dorval-UW Cortical STIM R01”; \$1,109,669. Alan Dale Dorval II, Principal Investigator.
17. University of Utah – Oregon State University; “OPICS”; \$1,089,205. Tucker Hermans, Principal Investigator.
18. University of Utah – NIH National Institute on Aging; “Multisensory Processing”; \$1,906,250. Andrew Mark Williams, Principal Investigator.
19. University of Utah – University of southern California; “Lunarprime”; \$1,518,024. Jan D Miller, Principal Investigator.
20. University of Utah – DHHS Health Resources & Services Admn; “ANEW 2018”; \$2,800,000. Gwen A Latendresse, Principal Investigator.
21. University of Utah – NIH National Cancer Institutes; “Combinatorial Chemimmotherapy”; \$1,906,250. Jiyuan Yang, Principal Investigator.
22. University of Utah – DHHS National institutes of Health; “Stapled CC for CML”; \$1,906,250. Carol Lim, Principal Investigator.

23. University of Utah – NIH National inst of General Medcial Sci; “NIH PTPS 2019”; \$1,525,000. Amy M Barrios, Principal Investigator.
24. University of Utah – Office of Naval Research; “Arctic Sea Ice Dynamics”; \$3,000,000. Kenneth M Golden, Principal Investigator.
25. University of Utah – DHHS National Institutes of Health; “DNA and RNA Structural Motifs”; \$2,847,740. Cynthia Burrows, Principal Investigator.
26. University of Utah – National Science Foundation; “Virulence Consequences”; \$1,320,588. Wayne K Potts, Principal Investigator.
27. University of Utah – DOE Office of Science; “EBOSS and DESI”; \$1,013,817. Kyle Dawson, Principal Investigator.
28. University of Utah – Air Force of Scientific Research; “Metal-HF Fuel Interactions”; \$1,000,000. Scott L Anderson, Principal Investigator.
29. University of Utah – Women and Infants Hosp of Rhode Island; “Neonatal Opioid Withdrawal”; \$1,706,873. Elisabeth Conrad, Principal Investigator.
30. University of Utah – DHHS National Institutes of Health; “Rural Cancer Survivors Cohort”; \$2,261,620. Mia Hashibe, Principal Investigator.
31. University of Utah – NIH National heart Lung & Blood Inst; “J Warren R01 Feb 2019”; \$2,205,355. Junko Shibayama Warren, Principal Investigator.
32. University of Utah – NIH National Heart Lung & Blood Inst; “J Warren R01 Feb 2019”; \$1,997,009. Junko Shibayama Warren, Principal Investigator.
33. University of Utah – NIH National heart Lung & Blood Inst; “Franklin R01 Feb 2019”; \$1,906,250. Sarah Franklin, Principal Investigator.
34. University of Utah – Cedars Sinai Medical Center; “ULRICH Cedars-Sinai”; \$1,359,904. Cornelia Ulrich, Principal Investigator.
35. University of Utah – NIH National Eye Institute; “Retinal Circuitry”; \$3,751,499. Bryan W Jones, Principal Investigator.

36. University of Utah – DHHS National Institutes of Health; “R01 Resub April2019”; \$3,703,880. Juentlie M Barkmeier-Kraemer, Principal Investigator.
37. University of Utah – DHHS National Institutes of Health; “Elde Mira”; \$3,431,250. Nels Christian Elde, Principal Investigator.
38. University of Utah – DHHS Centers for Disease Control & Prev; “Bakian/Bilder CDC Proposal”; \$3,100,000. Amanda Virginie Bakian, Principal Investigator.
39. University of Utah – NIH Natl Inst Allergy & Infectious Dis; “HIV-1 Latency”; \$3,083,204. Adam Mitchell Spivak, Principal Investigator.
40. University of Utah – NIH Inst Deaf & Other Comm Disorder; “JBK R01 Renewal”; \$3,024,040. Juentlie M Barkmeier-Kraemer, Principal Investigator.
41. University of Utah – DHHS National Institutes of Health; “R01 Antifungal Drugs”; \$2,624,260. Jessica C S Brown, Principal Investigator.
42. University of Utah – Baylor College of Medicine; “Vanburen Baylor Sub Jan 2019”; \$2,419,309. John Matthew Vanburen, Principal Investigator.
43. University of Utah – US Department of Defense; “TDCS”; \$2,000,000. David Tate, Principal Investigator.
44. University of Utah – Merck Sharp & Dohme Corp; “AMPOFO MERCK RSV Dec 2018”; \$1,952,159. Kwabena Krow Ampofo, Principal Investigator.
45. University of Utah – NIH National Institute of Mental Health; “Working Memory and Oscillation”; \$1,906,250. Behrad Noudoost, Principal Investigator.
46. University of Utah – NIH Natl Inst Neurolog Disorders Stroke; “Neuropathic Pan After Sci”; \$1,895,570. Lonnie Schneider, Principal Investigator.
47. University of Utah 0 DHHS Centers for Disease Control & Prev; “Feldkamp CDC U01 (A) Feb 2019”; \$1,874,995. Marcia L Feldkamp, Principal Investigator.
48. University of Utah – DHHS National Institutes of Health; “Subtyping of Colon Organoids”; \$1,824,936. Don a Delker, Principal Investigator.
49. University of Utah – DHHS National Institutes of Health; “Chime Collab R01 Hotaling”; \$1,685,679. James Morris Hotaling, Principal Investigator.

50. University of Utah – DHS Federal Emergency Management Agency; “Jenkins FEMA FP&S Dec 2018”; \$1,499,957. Timothy Gerald Jenkins, Principal Investigator.
51. University of Utah – HRS Bureau of health Professions; PA Rural; \$1,490,325. Virginia Valentin, Principal Investigator.
52. University of Utah – George Washington University; “R01 Pa-19-056 GWU Sub Bray”; \$1,308,613. Bruce Earl Bray, Principal Investigator.
53. University of Utah – NIH National Institute on Drug Abuse; “Addiction Treatment”; \$1,155,940. Megan Vanneman, Principal Investigator.
54. University of Utah – Weill Cornell Medical College; “R01 Sub (Cornell) Jacob Kean”; \$1,044,933. Jacob Kean, Principal Investigator.
55. University of Utah – National Science Foundation; “Reproducible Visual Analysis”; \$2,319,681. Alexander Lex, Principal Investigator.
56. University of Utah – National Science Foundation; “Reproducible Visual Analysis”; \$1,899,691. Miriah Dawn Meyer, Principal Investigator.
57. University of Utah – NIH Natl inst Deaf & Other Comm Disorder; “Vocal Ligament”; \$3,040,000. Ingo R Titze PhD, Principal Investigator.
58. Utah State University – US National Science Foundation; “Collaborative Research: Impacts of hard/Soft Skills on STEM Workforce Trajectories”; \$1,462,866. David Frank Feldon, Principal Investigator.
59. Utah State University – National Institutes of Health; “The Gray Matters Intervention: Using Mobile Technology to Reduce Risk Factors for Alzheimer’s Disease in Midlife”; \$3,570,557. Joann T Schanz, Principal Investigator.
60. Utah State University – National Institutes of Health; “Mathematical modeling of gut microbial interactions, trimethylamine production and cardiovascular disease risk”; \$1,236,068. Clara Euna Cho, Principal Investigator.
61. Utah State University – US Dept of Htlh and Hum Svcs – Health Resources and Services Administration; “National Technical Resource Center for Newborn Hearing Screening and Intervention”; \$1,190,435. Karl R White, Principal Investigator, Will D Eiserman & Karen F Munoz, Co-investigators.

62. Utah State University – US National Science Foundation; “ILUMINATES, and Integrated Luminescence Instrumentation Network for Advancement & Training in Earth Science”; \$2,395,043. Tammy m Rittenour, Principal Investigator.
63. Utah State University – US National Science Foundation; “CNHS-L: The Long-term Stability of Agroecological Systems: Implications for Sustainable Agriculture”; \$1,589,641. Jacob C Freeman, Principal Investigator, Noelle Gabriele Beckman, Co-investigator.

C. Awards

1. University of Utah – NIH National Inst Child Hlth & Human Dev; “Dean U01 CPCCRN Renewal 2014”; \$2,500,000. J Michael Dean, Principal Investigator.
2. University of Utah – DHHS Centers For Disease Control & Prev; “Shepherd: Urgent Care”; \$1,200,000. Matthew H Samore, Principal Investigator
3. University of Utah – Army Medical Research Acquisition Actvty; “Early Sacral Nerve Stimulation”; \$1,755,796. Jeremy B Myers, Principal Investigator.
4. University of Utah – National Science Foundation; “Reproducible Visual Analysis”; \$1,899,692. Miriah Dawn Meyer, Principal Investigator.
5. University of Utah – Army Research Office; “Alliance for Multiscale Modeling of Electronic Materials”; \$1,995,000. Robert Michael Kirby II, Principal Investigator.
6. Utah State University – US Department of Health; “National Resource Center for Early Hearing Detection and Intervention Programs”; \$1,190,400. Karl R White, Principal Investigator.

D. Academic and Student Affairs Items

Action Items:

7 Year Review

- University of Utah – Department of Psychology
- University of Utah – Department of Geology & Geophysics

Information items:

- Utah State University – Associate of Applied Science in Surgical Technology
- Weber State University – Bachelor of Science in Economics and Legal Studies
- Weber State University – Bachelor of Science in International Economics
- Weber State University – Bachelor of Science in Quantitative Economics

- Southern Utah University – Associate of Applied Science in Aviation Maintenance Technician
- Utah Valley University – Associate of Applied Science in Web Design and Development
- Dixie State University – Bachelor of Arts/Science in Marketing
- Dixie State University – Master of Athletic Training
- Dixie State University – Master of Arts in Technical Writing and Digital Rhetoric

Notification Items:

New Program

- University of Utah – Emphasis in Accounting within the BS in Quantitative Analysis of Markets & Organization
- University of Utah – Emphasis in Communication Studies within the BA/BS in Communication
- University of Utah – Emphasis in Cultural Anthropology within the BA/BS in Anthropology
- University of Utah – Emphasis in Journalism within the BA/BS in Communication
- University of Utah – Emphasis in Strategic Communication within the BA/BS in Communication
- University of Utah – Minor in Special Education
- Utah State University – Certificate of Completion in Ranch Horse Science
- Utah State University – Emphasis in Applied Mathematics within the BS in Mathematics
- Utah State University – Emphasis in Community-Based Family and Consumer Sciences Education within the BS in Family and Consumer Sciences Education
- Utah State University – Emphasis in Farm and Ranch Operations within the Agricultural Systems Technology degree
- Utah State University – Emphasis in Human Resource Management within the BA/BS in Business Administration
- Utah State University – Emphasis in Operations Management within the BA/BS in Business Administration
- Utah State University – Emphasis in School-Based Family and Consumer Sciences Education within the BS in Family and Consumer Sciences Education
- Utah State University – Emphasis in Social Media within the BA/BS in Journalism
- Utah State University – Minor in Electrical Engineering
- Utah State University – Post-Baccalaureate Certificate in Elementary Mathematics Specialist
- Weber State University – Certificate of Proficiency in Forensic Science Fundamentals
- Weber State University – Certificate of Proficiency in Web Essentials
- Weber State University – Emphasis in Educational Leadership within the Master of Education
- Weber State University – Emphasis in Family Life Education within the Master of Education
- Weber State University – Emphasis in Higher Education Leadership within the Master of Education
- Weber State University – Emphasis in Outdoor Recreation Entrepreneurship within the BS in Outdoor and Community Recreation Education
- Weber State University – Minor in Localization
- Southern Utah University – Emphasis in Event Planning and Management within the BA/BS in Hotel, Resort and Hospitality Management

- Southern Utah University – Emphasis in Special Education within the Master of Education
- Southern Utah University – Minor in Event Planning and Management
- Dixie State University – Certificate of Proficiency in Biotechnology
- Dixie State University – Minor in Non-Profit Management
- Utah Valley University – Emphasis in Full-Stack Web Development within the BS in Computer Science
- Utah Valley University – Emphasis in Higher Education Leadership within the Master of Education
- Utah Valley University – Emphasis in Technology Management within the Master of Business Administration

Name Change

- Utah State University – BA/BS in Business Administration to BA/BS in Management
- Utah State University – BA/BS in Land, Plant, & Climate Systems to BA/BS in Soils and Sustainable Land Systems
- Utah State University – BS in Agricultural Communication and Journalism to BS in Agricultural Communication
- Utah State University – MS in International Food and Agribusiness to MS in Agribusiness
- Weber State University – Department of Athletic Training and Nutrition to Department of Exercise and Nutrition Sciences
- Weber State University – Department of Construction Management Technology to Department of Construction & Building Sciences
- Weber State University – Department of Engineering to Department of Electrical and Computer Engineering
- Weber State University – Department of Health Promotion and Human Performance to the Department of Health, Physical Education and Recreation
- Weber State University – Master of Education in Curriculum and Instruction to Master of Education with an emphasis in Curriculum and Instruction
- Utah Valley University – Certificate of Proficiency in Civil Design to Certificate of Proficiency in Civil Design and Surveying Technology
- Utah Valley University – Department of Automotive Technology to Department of Transportation Technologies
- Utah Valley University – Emphasis in Journalism to Emphasis in Journalism and Media Studies within the BA/BS in Communication
- Utah Valley University – Emphasis in Cinema to Emphasis in Cinema and Media Studies within BA/BS in Integrated Studies
- Utah Valley University – Minor in Cinema Studies to Minor in Cinema and Media Studies
- Salt Lake Community College – Division of Health and Lifetime Activities to Division of Exercise Science

Name Change/Program Restructure

- Utah State University – MA/MS in American Studies to MA/MS in Folklore and American Studies

Administrative Unit Restructure/Name Change

- Weber State University – Engineering Technology Department will be split into two departments:
 1. Manufacturing and Systems Engineering Department with the following programs: AAS in Controls Technology, AAS in General Technology, Certificate in Solar Photovoltaic Systems, AAS/BS in Manufacturing Engineering Technology, BS in Manufacturing Systems Engineering, and AAS/BS in Product Design and Development
 2. Mechanical Engineering Department with the following programs: AAS/BS I Mechanical Engineering Technology; APE in Pre-Engineering; and BS in Mechanical Engineering
- Weber State University – Engineering Department will be renamed Electrical & Computer Engineering Department with the following programs: AAS/BS and Minor in Electronics Engineering Technology; MS/MS in Electrical Engineering; BS/MS in Compute Engineering
- Southern Utah University – Department of Teacher Education and Family Development divided into Department of Teacher Education and Department of Family Life and Human Development

Program Restructure/Program Transfer

- Utah Valley University –Minor in Environmental Studies moving from Department of Interdisciplinary Studies to Department of Philosophy and Humanities

Program Restructure/Name Change

- Dixie State University – Emphasis in Digital Forensics to Emphasis in Digital Defense and Security within the BA/BS in Criminal Justice

Program Restructure/Discontinuation/New Program/Name Change

- University of Utah – BS in Mechanical Engineering
 - Discontinuation of Emphasis in Modeling
 - New Emphasis in Sustainable Energy Engineering
 - New Emphasis in Industrial Engineering
 - Name change of Emphasis in Fluid Mechanics to Emphasis in Fluid Systems Engineering
 - Name change of Emphasis in Thermal Science and Energy to Emphasis in Thermal Systems Engineering

Program Restructure

- University of Utah – BS in Health Promotion and Education and BS in Kinesiology combined into a single BS in Health and Kinesiology with Emphases in Community Health Education, Emergency Medical Services, Nuclear Medicine Technology, Health and Physical Education Teaching, and Kinesiology
- University of Utah – MS in Health Promotion and Education and MS in Kinesiology combined into a single MS in Health and Kinesiology
- University of Utah – PhD in Health Promotion and Education and PhD in Kinesiology combined into a single PhD in Health and Kinesiology

Program Transfer

- Weber State University – AAS, BS, and Minor in Electronics Engineering will move to the Electrical and Computer Engineering Department
- Weber State University – AAS and BS in Mechanical Engineering Technology will move to the new Mechanical Engineering Department
- Weber State University – BS in Athletic Therapy moved from the Department of Health Promotion & Human Performance to the Department of Athletic Training
- Weber State University – BS in Athletic Training moved from the Department of Health Promotion & Human Performance to the Department of Athletic Training
- Weber State University – BS in Exercise and Sport Science with Emphases in Exercise Science and Fitness Professional moved from the Department of Health Promotion & Human Performance to the Department of Exercise and Nutrition Sciences
- Weber State University – Emphasis in Exercise Science within the Bachelor of Integrated Studies moved from the Department of Health Promotion & Human Performance to the Department of Exercise and Nutrition Sciences
- Weber State University – Mechanical Engineering program will move to the new Mechanical Engineering Department
- Weber State University – MS in Athletic Training moved from the Department of Health Promotion & Human Performance to the Department of Athletic Training
- Weber State University – Pre-Engineering program will move to the new Mechanical Engineering Department

New Administrative Unit

- Weber State University – Department of Athletic Training

Program Discontinuation

- Weber State University – Emphasis in Criminal Justice within the BS in Forensic Science
- Weber State University – Emphasis in Economics and Legal Studies within the BS in Economics
- Weber State University – Emphasis in International Economics within the BS in Economics
- Weber State University – Emphasis in Quantitative Economics within the BS in Economics

New Institute

- Utah State University – I-System Institute for Transdisciplinary Studies

New Center

- Utah State University – Center for Student Analytics
- Weber State University – Matthew S. Browning Center for Design
- Weber State University – Wadman Center for Excellence in Construction & Building Sciences

Pursuant to authority granted the Commissioner by the Utah State Board of Regents, the following Strategic Workforce Investment proposals for FY2020 received a letter from the Commissioner indicating support of the Board.

USHE Institution	Lead Applicant	Educational Partners	Proposed Project	Brief Description of Proposed Project	Funding Request
UU	UU	None identified	Stackable software development post-baccalaureate certificates	Project will develop and implement four stackable post-baccalaureate certificates in software development that when completed will fulfill all requirements for the UU's Master of Software Development degree. Students with a bachelor's degree in any discipline may enroll.	Three year request: First year \$193,204.74; Second year \$203,732.43; Third year \$244,190.90
USU	Joint application-USU and Bridgerland Technical College	USU, Bridgerland Technical College, Ogden-Weber Technical College, Davis Technical College, Mountainland Technical College,	Core IT	By vertically aligning curriculum from tech colleges to USU this project will develop stackable credential pathways (certificates through master's degree) to serve software development and information technology workforce needs in Box Elder, Cache, Rich, Weber, Davis, and Utah counties.	\$370,000 on-going
USU	Joint application-USU and Uintah Basin Technical College	USU, Uintah Basin Technical College	Geoscience Technology Workforce Pathways	Project will develop a stackable credential pathway that leads to a baccalaureate degree with a new emphasis in geoscience technology.	\$197,775 on-going; \$92,800 one-time
USU	Bridgerland Technical College	USU, Uintah Technical College	Life Sciences Pathway for Veterinary Technology	Project will develop of a stackable credential pathway in veterinary technology that will lead to a new AS degree and can culminate in a doctorate degree.	\$341,500

USU	Davis Technical College	USU, Morgan School District	Outdoor Product Design & Development Pathway	Project will develop two multi-functional labs at Morgan High School to support courses linked to outdoor product curriculum. Courses link to certificate program at Davis Technical College which will stack into a bachelor degree at USU and associate degrees at other institutions.	\$140,000 on-going; 300,000, one-time
USU- Moab	Utah State University-Moab	USU-Moab, Grand County School District	Welding Career Pathway	Project will develop a welding career pathway with focus on the outdoor products industry ranging from certificates to baccalaureate degrees.	\$187,815
WSU	WSU	Davis School District, Granite School District, Weber School District	Automotive Technology-Electric and Hybrid Vehicles	Project will expand electric and hybrid vehicle training into high schools and will develop stackable credentials through the baccalaureate level.	\$275,000 on-going
WSU	WSU	Davis Technical College, Davis School District, Morgan County School District, Ogden-Weber Technical College, Ogden School District, Weber School District	Building Design and Construction	Project will develop and implement a stackable credential pathway that incorporates work based learning for the construction and design industries. Courses can be taken in high school or the technical colleges and will count toward completion of credentials through the master's degree level at WSU.	\$260,000 on-going
WSU	WSU	Davis Technical College, Davis School District, Morgan County School District, NUAMES Charter School, Ogden-Weber Technical College, Ogden School District, Weber School	Cybersecurity	Project will develop and implement a stackable credential pathway in Cybersecurity. Pathway consists of a certificate in cybersecurity that leads to AAS and BS degrees. Includes partnership with SLCC to deliver BS program at the SLCC Taylorsville Campus as	\$295,000 on-going, \$70,000 one-time

		District, Salt Lake Community College		well as at the WSU campus in Ogden.	
DSU	Dixie Technical College	DSU, Washington School District	Nursing	Project will develop and implement a stackable credential pathway in nursing that begins in high school and continues through the technical college and DSU.	\$220,000, ongoing
SLCC	SLCC	Granite School District	Automation and Robotics Pathway	Project will develop and implement stackable a credential pathway that begins in high school and leads to certificates and associate and baccalaureate degrees in areas related to automation, robotics, and advanced manufacturing.	\$249,686 annually for three years

- E. Pursuant to Regent Policy R853 and R854, the Board of Regents grants the position of Regents Professor to Commissioner David L. Buhler, effective January 1, 2020 through December 31, 2023.
- F. Revision to Policy R602, Bylaws of the Utah Higher Education Assistance Authority Board of Directors (Attachments)
 These minor revisions update the UHEAA Board of Directors bylaws. Changes include expanded options for membership of the Board of Directors, minor changes to the makeup of the executive committee, and the elimination of a standing committee that the Board of Directors has not used in practice for several years.
- G. Revision to Policy R928, Leaves of Absence (Health-Related) (Attachments)
 The Commissioner has revised R928 to include an option for paid parental leave. This new addition is modeled after the University of Utah's recently adopted parental leave policy.

David L. Buhler
 Commissioner of Higher Education

STATE BOARD OF REGENTS
SNOW COLLEGE, EPHRAIM, UTAH
FOUNDER HALL, NOYES BUILDING
JANUARY 11, 2019

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STATE BOARD OF REGENTS
SNOW COLLEGE, EPHRAIM, UTAH
FOUNDERS HALL, NOYES BUILDING
JANUARY 11, 2019

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Harris H. Simmons, Chair
Nina R. Barnes, Vice Chair
Jessellie B. Anderson
Dan W. Campbell
Sanchaita Datta
Marlin K. Jensen
Ron Jibson
Patricia Jones
JaKell Larson
Steven Lund
Robert W. Prince
Mark R. Stoddard
Teresa Theurer
Thomas E. Wright

Regents Absent

Wilford W. Clyde
Robert S. Marquardt
Cristina Ortega

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education

Snow College Trustees

Rick Robinson
Erma Kaye
Leslie Kiesel
Scott Bushnell

Chair Simmons called the meeting to order at 8:05 a.m.

It was moved by Regent Stoddard and seconded by Regent Jibson to meet in Executive Session for the sole purpose of discussing the character and professional competence of the applicants for the Snow College Presidential Search. The motion carried.

Chair Simmons called the Committee of the Whole to order again at 5:40 p.m.

Acknowledgements

Chair Simmons began by recognizing President Carlston's service to Snow College, saying he has led the institution for over five years, focusing on high-quality teaching, student engagement, and affordability. The Board of Regents is grateful for his service, and that of his wife Janet. He recognized the efforts of the search committee, chaired by Regent Mark Stoddard and Trustee Chair Scott Bushnell.

He then turned the time over to Regent Stoddard and Trustee Bushnell. Regent Stoddard thanked the committee for their work. Trustee Bushnell thanked President Carlston for his work at Snow College. He

said attending Snow College changed his life and thanked all those involved in making Snow College successful.

Snow College Presidential Appointment

Regent Stoddard moved to appoint Dr. Bradley J Cook as the 17th president of Snow College; it was seconded by Regent Theurer and the motion carried unanimously (Regent Anderson left prior to the evening session of Committee of the Whole).

Chair Simmons introduced President Cook and said he is a dynamic and proven leader who has a commitment to student engagement and high-quality academic opportunities. He currently serves as Provost at Southern Utah University, and is an alum of Snow College. He has worked to establish SUU as a national leader in student-centric, highly applied learning environments, and has advanced an agenda of internationalizing the university. Under his leadership, SUU has achieved record high student success rates, created over 25 new academic programs and centers, and elevated SUU's academic reputation as one of the premier public regional universities in the western United States. Prior to his current position, he served as President of the Abu Dhabi Women's College in the United Arab Emirates, and eight years at then-Utah Valley State College as Vice president of College Relations and later as Vice President of Academic Affairs. His accomplishment thought his career show President Cook will ensure Snow College continues on its upward trajectory.

President Cook said he is excited for this opportunity and what we can accomplish together on this campus. He feels honored to be selected for this position, at this amazing institution that gave him his start and believed in him. He said he owes a lot to Snow College and commits to giving back. He thanked the Board of Regents, Chair Harris, and Commissioner Buhler for their confidence in him, and looks forward to working together within the USHE as we advance the well-being of our amazing state. He looks forward to working with the Board of Trustees, faculty, students, and staff. We will work together to build upon Snow's rich history and the tradition of Snow. He thanked President and Janet Carlston for their service. He is committed to working closely with the communities, maintaining the special bond the college has with the many communities they serve. He said most of all he is proud of the students who elevate the work of the college as they pose questions that challenge our assumptions and push us. We must prepare this generation for a world that is changing, and changing in ways that we do not yet always see clearly ourselves. He went on to say he commits his dedication and energy, and above all his passion for the task ahead and welcomes the opportunity to be a part of the Snow College family and to contribute to the progress of Utah. He closed saying "Let's be bold, let's be imaginative, let's be creative and innovative, let's be smart, let's work hard, and most of all let us continue to keep students and their successes at the very heart of our enterprise."

Commissioner Buhler congratulated President Cook and said we are excited for his leadership at Snow College.

On a motion from Regent Theurer and seconded by Regent Larson, the Committee of the Whole adjourned at 5:58 p.m.

Loreen Olney, Executive Secretary

STATE BOARD OF REGENTS
UTAH VALLEY UNIVERSITY, OREM, UTAH
STUDENT CENTER
JANUARY 25, 2019

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STATE BOARD OF REGENTS
UTAH VALLEY UNIVERSITY
STUDENT CENTER
FRIDAY, JANUARY 25, 2019

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Harris Simmons, Chair
Nina R. Barnes, Vice Chair
Jessellie B. Anderson
Wilford W. Clyde
Sanchaiti Datta
Marlin K. Jensen
Patricia Jones
JaKell Larson
Steve Lund
Robert S. Marquardt
Cristina Ortega
Robert W. Prince
Teresa L. Theurer

Regents Absent

Daniel W. Campbell
Ron Jibson
Mark Stoddard
Thomas E. Wright

Office of the Commissioner

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

Institutional Presidents Present

Ruth Watkins, University of Utah
Noelle Cockett, Utah State University
Scott L Wyatt, Southern Utah University
Astrid S. Tuminez, Utah Valley University
Richard B. Williams, Dixie State University
Deneece G. Huftalin, Salt Lake Community College
Brad Mortensen, Weber State University
Gary Carlston, Snow College

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

Discussion – Legislative issues

This was a discussion about the upcoming legislative session. Regent Jones began by saying she, along with the communication committee, feels like the best use of their time is to focus on building relationships and credibility. The top four items Regents will be focusing on this year are Statewide College Advisors, College Access Scholarship, Capitol Facilities, and Prior Learning and Transfer. She feels most

Legislators understand the importance of higher education. She also noted the College Access Scholarship is something that is very important to Regents and the committee whole-heartedly endorses. Regent Larson expressed the importance of the Statewide College Advisors and feels this goes hand in hand with the College Access Scholarship. Regent Jones turned the time over to Representative Owens to share information and ideas on the College Access Scholarship.

Representative Owens said he would like to work with Regents on this scholarship. The idea is to help disadvantaged students that are being left behind. He believes the Regents' Scholarship has become an entitlement instead of helping those in need. He would like to discontinue the Regents' and New Century Scholarship programs and implement the College Access Scholarship. This scholarship would be limited to public institutions and would be granted for up to four semesters. He said this would change financial aid across the state.

Regent Theurer applauded Representative Owens, Regent Marquardt agreed. President Watkins said this is the right thing to do and supports it. Representative Owens said the institutions and not Regents should handle the distribution and service of the scholarship. Regent Jones ask Tami Pyfer what the Governor thought of this program. Tami Pyfer said they are excited about the direction. The Governor has set aside 50 million dollars in one time money to put into an endowment for this very purpose. They have not seen the bill yet, so she cannot say they will be supporting it; however she can say this concept is exactly what the Governor had in mind. She said they also have 6 million for the Regents' Statewide College Advisors and 30 million for school counseling, which would include mental health, school nurses, social workers, and anything that supports mental health for K-12 in the budget.

Commissioner Buhler thanked Representative Owens for his leadership and said this is a great direction. He clarified that students already awarded the Regents' and New Century Scholarship would continue to receive the scholarship as they phased out the programs.

President Mortensen gave a brief description of Weber's Dream Weber program. This program comes at a cost of 1 million annually for Weber. He noted students complete at a higher rate and faster because they know they only have eight semesters in the program. President Mortensen said, "It changes lives".

President Huftalin spoke about SLCC's Promise program. This comes at a cost of just under \$900,000 annually. She noted students are reluctant to complete FASA, however when they know money is on the line, they complete the FASA. The Promise program requires students to be full time and this changes behavior. SLCC is seeing GPA and retention gains for Promise students as well as an increased number of underserved students.

Regent Jones moved to a bill Senator Millner is working on for capital facilities, which establishes ongoing funding. Associate Commissioner Kimberly Henrie noted this would be an ongoing source of funding of about 100 million dollars. Capital Facilities would still require the Board of Regents approval. This would not change the process, but it is a change in philosophy. This takes the conversation from how to get money; to how do we use the money. Institutions will be more keen on identifying buildings that fit within their budget. Chair Simmons said the current program incentivizes institutions to bring forth marquee projects, when the real need may be more renovation projects. This allows that to happen.

There was conversation about how the new bill will affect the process of asking for buildings and the use of on-going funding; what will the criteria be etc. Chair Simmons said this allows for flexibility and planning. The change would allow institutions to ask for their share of money to build smaller buildings, make renovations, and become more efficient. Commissioner Buhler will continue to work with Senator Millner and share concerns. Regent Jones asked that Presidents give input in writing to Commissioner Buhler.

Regent Jones said the last item she wanted to talk about is Representative Val Peterson's bill for Prior Learning and Transfer. Representative Peterson said this asks Regents to establish a statewide plan and policies that will allow credit to be awarded for prior learning and the transfer of credit. It also asks each institution to report annually to Regents. President Huftalin said this seems to focus on prior learning, but believes it should strengthen language on seamless transfer. Chair Simmons said this is an important priority and something we need to focus on.

Chair Simmons thanked Regent Jones and the committee for their time and work on this. He encouraged everyone to be active during the legislative session.

Chair Simmons called the meeting to order at 1:22 p.m.

President's Report

President Tuminez said she would be reporting on a few of UVU's highlights, beginning with the Annual Scholarship Ball, which raised \$248,855. During this event, she announced a new initiative called First Generation Student. Other highlights include Talk with Tuminez, a broadcast streamed on YouTube. Students ask questions at the end of the broadcast; this is a way to encourage engagement and bring the community together. She also highlighted various student groups. She went on to talk about additional achievements including: UVU celebrating its 10 year anniversary at Capitol Reef and indicated a new building is near completion; the Museum of Art and Learning Center will open in 2020; the Noorda Center for the Performing Arts is now open; the recently changed maternity policy that includes six weeks of paid leave; and UVU is continuing to strengthen an improve leadership.

The leadership team has established a digital transformation taskforce. The mandate to this taskforce is to come up with the principles that will guide digital transformation. The importance of this is simplicity, enhance productivity, and improve security.

President Tuminez said the core of UVU is the Dual Mission, and this represents what UVU is trying to do, which is diversity and opportunity in a very real way. This is relevant education for the 21st century; a non-prejudicial approach, emphasis on access and affordability, no linear degree completion, a gamut of options delivered well with a focus on student success. Retention rates are improving and UVU has made a commitment to raise graduation rates to 45% by 2025. Graduates of color have increased by 362 percent. The committee for completion is looking at re-envisioning a holistic undergraduate experience as well as high impact practices.

President Tuminez asked "What values will we build our culture on: Exceptional Care, Exceptional Accountability, and Exceptional Results." She touched on mental health and said at UVU the ratio of care is 1 to 3000, and while that is not great, the story is more than just ratios. It is also about the culture of

care, holistic approach, and mixed modalities. The action commitments of UVU are Include, Engage, and Achieve.

Consent Calendar (TAB M)

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

- A. Minutes – Minutes of the Board meeting November 15 & 16, 2018, Dixie State University, St George, Utah; December 6, 2018, Weber State University, Ogden, Utah.
- B. Grant Proposals
- C. Awards
- D. Academic and Student Affairs Items

Statewide College Advisors Update (TAB N)

Regent Jones said many different entities are wrapping their arms around this initiative and turned time over to the Commissioner. Commissioner Buhler briefly reviewed the program. The Commissioner's office has reprioritized one million dollars and will take the program from the current 12 high schools to 33 high schools. The additional schools were selected based on the high schools with the greatest need. By summer of 2020, advisors and regional coordinators will be hired. The expected impact is an increase in college enrollments, increase in completing, and a 16 percent increase in wages. He shared a video about the program.

Superintendent Todd McKee spoke about the need for this program and noted there is always a group of students who are unsure of where to go and what to do with their life. He believes this is an opportunity to help students without the knowledge and background on how to make the transition from high school to college. Commissioner Buhler said the timeline for this program is to include 33 high schools for 2019, 50% of Utah high schools by 2020 and 100% of Utah high schools in 2021. He said this program is supported by the Salt Lake Chamber of Commerce, Governor's Education Excellence Commission, Utah State Board of Education, Utah Valley Chamber of Commerce and many others, and we are continuing to gain support. Regent Theurer asked what the plan is to find counselors. Spencer Jenkins said we are looking for recent graduates with bachelor degrees. This is a good starting point for getting into the workforce and is confident we will find qualified counselors. Regent Ortega said she feels like everything is aligning for this program and said it is like we are rolling out the red carpet for students. Regent Barnes said she is thrilled with the opportunity to tap into federal money that Utah students are currently leaving on the table. This is an information item only; no action was taken.

Approval of Amendments to 2019-20 Operating Budget Request (TAB O)

Commissioner Buhler noted that since the operating budget request was approved in September, both Snow College and Weber State University have changed their priorities. **Regent Clyde made a motion to approve as outlined in TAB O; the motion was seconded by Regent Lund and the motion passed.**

Approval of Legislative Priorities for 2019 (TAB P)

Commissioner Buhler noted the major policy areas, as previously discussed earlier in the day are: Statewide College Advisors, College Access Scholarship, Capitol Facilities, and Prior Learning and Transfer. He also noted the Communications Committee has been working on an advocacy strategy, will

be holding weekly calls, and will advise the Regents' Executive Committee if needed. This action is to reaffirm the budget and legislative priorities and directs the Regents, Commissioner, Presidents, and staff to work as a united front with the legislature, and authorizes the Commissioner to act on behalf of the Board of Regents in consultation with the strategic communications committee and Board leadership on issues as they emerge during the session. **Regent Jones made a motion to approve as outlined in TAB P; the motion was seconded by Regent Datta and the motion passed.**

System Metrics and Institutional Goals (TAB Q)

Commissioner Buhler noted at the November meeting, the Board adopted seven metrics. Working with the Presidents it was determined that institutional goals are appropriate for five of the metrics; the other two metrics should be system metrics. Commissioner Buhler is recommending refining the goal for the affordability metric to better align with mission specific goals of the institution. It will delineate by type of institution: research universities, regional universities and community colleges. He is also recommending adding access by gender and ethnicity, timely completion using the national standard measure, which is IPEDS, and workforce will add elementary and secondary education and mental health professions. If approved, we will come back in March with institutional goals to go along with the new system goals. Institutions have suggested and he is recommending four institution specific metrics: 1) SLCC transfer conversion rate, as a pilot, and if works well will likely extend to Snow College; 2) University of Utah and Utah State University, a research metric; 3) University of Utah Hospital and Clinics, a quality metric; 4) Utah State University, an extension service metric. If adopted, these will be finalized for Board approval in March. **Regent Barnes made a motion to approve as outlined in TAB Q; the motion was seconded by Regent Theurer and the motion passed.**

2018 Annual Report (TAB R)

Commissioner Buhler noted this provides a summary of major issues and accomplishments over the last calendar year. Commissioner said his recommendation is to adopt the annual report with any adjustments the Regents deem necessary. This will include suspend activities related to staff working on the Utah College Acceptance Letter until we have the Statewide College Advisors fully implemented; direct the Commissioner to bring a work plan for the Commissioner's office for fiscal 2020 to the Regents; and begin development of an updated strategic plan based on the research efforts of the Gardner Policy Institute. **Regent Anderson made a motion to approve as outlined in TAB R; the motion was seconded by Regent Barnes and the motion passed.**

Academic and Student Affairs

Revision of Policy R165, *Concurrent Enrollment* (TAB A)

Regent Theurer noted these policy changes address legislative changes from last year.

Regent Theurer made a motion to approve as outlined in TAB A; the motion was seconded by Regent Ortega and the motion passed.

Revised Regent Mental Health Recommendations (TAB B)

Regent Theurer recommends approving the changes with the addition of bringing back the mental health committee, possibly adding additional Regents, and moving forward with discussion on mental health issues with our USHE institutions. **Regent Theurer made a motion to approve as outlined in TAB B; the motion was seconded by Regent Jensen and the motion passed.**

Engineering and Computer Technology Initiative Annual Report (TAB C)

This is an information item only; no action was taken.

Update on Utah College Acceptance Letter

Regent Theurer noted this has been put on hold while we work on other items.

This is an information item only; no action was taken.

Career and Technical Education Annual Report (TAB D)

Regent Theurer noted USHE institutions provide 75% of the Career and Technical Education in the state.

This is an information item only; no action was taken.

Transfer and Articulation Discussion Continuation and Next Steps

Regent Theurer noted there was a lot of discussion on this and there will be continued discussion.

This is a discussion item only; no action was taken.

Finance and Facilities

USHE – Operating Expenditures and Revenues Report (TAB E)

Regent Anderson noted this was a discussion highlighting the revenues and expenditures over the last four years for the system and by each institution. The committee will continue to examine this issue over the next several meetings and look to identify ways in which the system can assist in developing cost effective solutions to managing the costs of higher education within the state.

This is an information item only; no action was taken.

Utah Valley University – Campus Master Plan Amendment (TAB F)

Regent Anderson noted UVU is requesting approval of their updated Master Plan that was last approved on November 18, 2016 and includes two revisions from the prior plan: the gift of Lakemount Manor and the future expansion opportunities north of campus. **Regent Anderson made a motion to approve as outlined in TAB F; the motion was seconded by Regent Clyde and the motion passed.**

University of Utah – Golf Training Facility Non-State Funded Project (TAB G)

Regent Anderson noted the U is requesting authorization to proceed with a non-state funded project to construct a new 6,000 square-foot golf training facility for the Men's Golf athletic program south of campus on Guardsman Way using \$2,497,293 of donations and institutional funds.

Regent Anderson made a motion to approve as outlined in TAB G, with the expectation that the Women's Golf program, if approved, consider future accommodations and report to the Regents if necessary; the motion was seconded by Regent Datta and the motion passed.

University of Utah – Trustee Property Disposal (TAB H)

Regent Anderson noted the U is required by policy to notify the Board of Regents that its Board of Trustees approved the disposal of a condominium gifted to the University for the appraised value of \$185,000 in the November 2018 meeting. This is an information item only; no action was taken.

USHE – Space Utilization Report 2017-18 (TAB I)

Regent Anderson noted the committee received the first annual USHE space utilization report required by the Regent policy adopted in March 2018 that included institutional classroom and laboratory utilization information as well as institutional reporting of goals and accomplishments in meeting Regent-adopted utilization standards. Assistant Commissioner Amon provided a brief presentation highlighting the content of the report. This is an information item only; no action was taken.

Report of Auxiliary Enterprise Operations (TAB J)

Regent Anderson noted this is an annual analysis report on the financial health of the institution's auxiliary enterprises including housing, campus stores, food service, and student centers at each USHE institution. Overall, USHE institution auxiliary services are operating in a positive financial position and is expected to continue to be positive into FY2019. This is information item only; no action was taken.

USHE – Annual Report on Institutional and Revenue Bond Indebtedness (TAB K)

Regent Anderson noted this annual report highlights key information related to the \$1.3 billion of USHE revenue bonds that were outstanding as of June 30, 2018. The Commissioner's staff reaffirmed all bonds are being retired on schedule with debt service requirements being met or exceeded in every case. This is an information item only; no action was taken.

USHE – 2019 Data Book Update (TAB L)

Regent Anderson reported that the annual USHE data book has been updated for the 2019 calendar year and is posted on the USHE website along with all previous versions of the data book. The data book highlights key education data statistics regarding student enrollment, degrees and certificates awarded, financial aid and tuition rates, financial information and comparison, annual costs reports, staffing reports and facilities inventories for the system and each USHE institution. This is an information item only; no action was taken.

Regent Larson motioned to move into executive session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals. The motion was seconded by Regent Barnes and the motion carried. Regent Anderson made a motion to close executive session; the motion was seconded by Regent Larson and the motion carried.

The meeting adjourned at 4:28 p.m.

Loreen Olney, Executive Secretary

Date Approved: March 29, 2019

R602, Bylaws of the Utah Higher Education Assistance Authority Board of Directors¹

R602-1. Purpose: To provide bylaws for the Utah Higher Education Assistance Authority Board of Directors.

R602-2. References

- 2.1. Utah Code Title 53B, Chapter 12 (Higher Education Assistance Authority)
- 2.2. Policy and Procedures R601, Board of Directors of the Utah Higher Education Assistance Authority
- 2.3. Policy and Procedures R565, Audit Review Subcommittee
- 2.4. Policy and Procedures R567, Internal Audit Program

R602-3. Policy

3.1. Article I: Objectives and Purposes

3.1.1. Separation of functions: In order to carry out the obligation of separation of functions required by Section 53B-12-102 of the 1953 Utah Code Annotated, the Utah State Board of Regents (SBR) has adopted its Policy R601, herein incorporated by reference. Policy R601 establishes the Board of Directors for the Utah Higher Education Assistance Authority (UHEAA), the members of which are appointed by and serve at the pleasure of the Board of Regents, to exercise delegated responsibility for oversight and governance of the student financial aid programs on behalf of the Board of Regents.

3.1.2. Name of the Board: The name of the Board shall be the Utah Higher Education Assistance Authority (UHEAA) Board of Directors (the Board).

3.2. Article II: Meetings and Procedures

3.2.1. Meetings: The Board shall annually establish a published schedule of regular meetings for the following fiscal year, to include at least one meeting in each quarter of the year. The Board shall meet as needed at additional times, at the call of the Chair or at the request of a majority of the Board members. Meeting times and locations shall be published, and meetings shall be conducted, in accordance with notification and open meetings provisions of Utah law. The Board may meet in executive session under the conditions and for the purposes authorized by the Utah Open and Public Meetings Act (Utah Code Title 52, Chapter 4), provided that all resolutions, rules, regulations, contract approvals, appropriations, and other actions taken shall be taken in open session.

3.2.2. Quorum: A majority of the membership of the Board or any standing committee of the Board shall constitute a quorum. A quorum of the Board or any standing committee shall be present at any meeting at which official actions are taken. Official actions shall be determined by a majority vote of the members present. Members may participate in a meeting of the Board or a

¹ Adopted April 3, 2003, amended January 13, 2004, March 28, 2019.

committee or subcommittee of the Board by means of telecommunications. Members who participate by telecommunications may be counted in the quorum necessary to conduct and transact Board or committee/subcommittee business. Such participation does not alter the requirements of notice, open and public meetings, and other applicable rules of the Board. To hold an electronic meeting, the Board must establish one or more "anchor locations," at least one of which is in the building and city where the Board normally would meet, and where there is adequate space and facilities for interested persons and the public to attend and monitor the open portions of the meeting.

3.2.3. Proxy Voting: Members of the Board may not vote by proxy.

3.2.4. Conduct of Meetings: The order of business and the conduct of meetings of the Board and of standing committees shall be in accord with normal parliamentary procedure.

3.3. Article III: Officers

3.3.1. Officers: The officers of the Board consist of the Chair, the Vice Chair, the Executive Director, the Secretary, and the Treasurer.

3.3.2. Chair: The Chair shall be designated by the Chair of the SBR, shall preside at all meetings of the Board, and shall determine or approve the agenda for such meetings. The Chair may establish special committees as needed to achieve the Board's objectives. In the event the Chair and Vice Chair are unable to attend a meeting, the Chair shall designate a member of the Board to conduct the meeting.

3.3.3. Vice Chair: The Vice Chair shall be designated by the Chair, and shall perform the functions of the Chair in the Chair's absence and perform other functions as requested by the Chair.

3.3.4. Executive Director: The Executive Director shall be the Associate Commissioner for Student Financial Aid appointed by the Utah Commissioner of Higher Education. The Executive Director shall be the Chief Executive Officer of the staff division of the Office of the Commissioner of Higher Education designated as UHEAA, and shall perform in that capacity subject to general direction by the Commissioner and any specific decisions and instructions from the UHEAA Board within its powers delegated from the SBR in Section 3.6 of Policy R601. The Executive Director, in consultation with the Commissioner of Higher Education, shall appoint, organize, direct, and supervise UHEAA staff.

3.3.5. Secretary: The Secretary shall be a UHEAA executive designated by the Executive Director. The Secretary shall be responsible for ensuring that a record of all proceedings of the Board is kept, and that adequate notice of all meetings is provided.

3.3.6. Treasurer: The Treasurer shall be a UHEAA executive designated by the Executive Director and shall be the Chief Financial Officer for all funds managed by UHEAA. The Treasurer shall maintain accounts, process receipts and disbursements, and prepare financial statements and other appropriate financial reports for such funds, and shall serve as the Public Treasurer for the Funds pursuant to the Utah Money Management Act, and SBR Policy R541, Management and Reporting of Institutional Investments.

3.4. Article IV: Fiscal Year: The fiscal year of the Board shall begin on July 1 of each year and shall end on June 30 of each year.

3.5. Article V: Standing Committees and Subcommittee

3.5.1. Student Finance Subcommittee of the SBR Finance, Facilities, and Accountability Committee: Pursuant to Section 3.6.4 of SBR Policy R601, the Board shall elect from its membership a Student Finance Subcommittee and shall designate a Chair from the Subcommittee membership. The Committee shall constitute the Student Finance Subcommittee of the SBR Finance, Facilities, and Accountability Committee and shall be directly responsible, reporting directly to the Board of Regents through its Finance, Facilities, and Accountability Committee, for oversight and advice regarding bond issues and other financing arrangements for the State Board of Regents Loan Purchase Program. (LPP).

3.5.2. Audit Committee

3.5.2.1. Membership: The Board Chair shall appoint at least three members of the Board who are not employees of the Office of the Commissioner of Higher Education (OCHE) to constitute the UHEAA Audit Committee, and shall designate one of the Committee members to serve as its Chair. Members of the Committee shall serve at the pleasure of the Board Chair. At least one member of the Committee shall be a person with substantial chief financial officer or partner-level public auditing experience. However, if no such person is a member of the Board, the Board Chair may appoint as one of the Audit Committee members an individual who is not a member of the Board but possesses such qualification.

3.5.2.2. Meetings: The Committee shall convene at the call of its Chair, with sufficient frequency to carry out effectively its assigned responsibilities.

3.5.2.3. Proactive Oversight: The Committee shall be responsible to seek and review appropriate information as necessary to provide oversight to the financial and accounting transactions of UHEAA and my529; to monitor, assess, and analyze organizational and financial risks and controls; and to confirm compliance with applicable laws, regulations, policies, and procedures.

3.5.2.4. Review Audits: The Committee shall receive and review annual audited financial statements and management letters, internal and external audits, and program reviews applicable to UHEAA and my529 programs and Funds, and may request additional information and reports from the Executive Director or Treasurer or the performance of specific internal or external audits.

3.5.2.5. Review Standards: In reviewing such statements, audits, and other reports, the Committee is charged to pay particular attention to adequacy of internal controls, to any issues regarding appropriate classification of financial transactions in accounting reports, to any findings regarding compliance with applicable legal and regulatory requirements, to any findings requiring specific corrective actions, and to financial trends or issues with implications for the longer-range solvency and health of the funds.

3.5.2.6. Conflicts of Interest: The Committee shall pay specific attention to prevention of conflicts of interest or actions by officers or staff members of UHEAA to obtain personal benefit or advantage from information or authority related to their positions (other than compensation authorized from the budgets of the organization).

3.5.2.7. SBR Guidelines: Absent applicable law or policy to the contrary, the Audit Committee may be guided in its powers and responsibilities by comparable provisions of State Board of Regents Policies, including, but not limited to, R565, Audit Review Subcommittee; and R567, Internal Audit Program.

3.5.2.8. Report to Board of Directors: The Committee shall report regularly to the Board regarding its activities, findings, and any concerns.

3.5.2.9. Committee Relationship to UHEAA Internal Auditor: The UHEAA Internal Auditor reports to the Director of Central Services, but the Audit Committee Chair may consult directly with the Internal Auditor at any time, and the Committee may meet in executive session with the Internal Auditor as provided for in Section 3.5.2. The Chair of the Audit Committee, after appropriate consultations with Committee members, shall participate with staff in periodic performance evaluations of the Internal Auditor, and in any recruitment activities for Internal Audit staff members.

3.5.3. Executive Committee

3.5.3.1. Composition: The Executive Committee shall be composed of the Board Chair and Vice Chair, the immediate past Chair of the Board if still serving on the Board, the chair of the Audit Committee, and one Committee Member at Large appointed by the Board Chair.

3.5.3.2. Authority: The Executive Committee shall have the full authority of the UHEAA Board of Directors to act upon routine matters during the interim between Board meetings, but shall act upon non-routine matters only under extraordinary and emergency circumstances. Actions of the Executive Committee shall be reported to the Board of Directors at its next regular meeting following such actions.

3.5.4. Annual Operating Budgets: The Board will convene as a Committee of the Whole to consider and act on annual (fiscal year) operating budgets.

3.5.5. Definition of Committee Roles: The Board Chair may, from time to time, define or redefine the role and responsibilities of, and may make specific assignments to, a standing committee of the Board.

R602, Bylaws of the Utah Higher Education Assistance Authority Board of Directors¹

R602-1. **Purpose:** To provide bylaws for the Utah Higher Education Assistance Authority Board of Directors.

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3.2.2. **Quorum:** A majority of the membership of the Board or any standing committee of the Board shall constitute a quorum. A quorum of the Board or any standing committee shall be present at any meeting at which official actions are taken. Official actions shall be determined by a majority vote of the members present. Members may participate in a meeting of the Board or a

¹ Adopted April 3, 2003, amended January 13, 2004, [March 28, 2019](#).

committee or subcommittee of the Board by means of telecommunications. Members who participate by telecommunications may be counted in the quorum necessary to conduct and transact Board or committee/subcommittee business. Such participation does not alter the requirements of notice, open and public meetings, and other applicable rules of the Board. To hold an electronic meeting, the Board must establish one or more "anchor locations," at least one of which is in the building and city where the Board normally would meet, and where there is adequate space and facilities for interested persons and the public to attend and monitor the open portions of the meeting.

3.2.3. Proxy Voting: Members of the Board may not vote by proxy.

3.2.4. Conduct of Meetings: The order of business and the conduct of meetings of the Board and of standing committees shall be in accord with normal parliamentary procedure.

3.3. Article III: Officers

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3.3.3. Vice Chair: The Vice Chair shall be designated by the Chair, and shall perform the functions of the Chair in the Chair's absence and perform other functions as requested by the Chair.

3.3.4. Executive Director: The Executive Director shall be the Associate Commissioner for Student Financial Aid appointed by the Utah Commissioner of Higher Education. The Executive Director shall be the Chief Executive Officer of the staff division of the Office of the Commissioner of Higher Education designated as UHEAA, and shall perform in that capacity subject to general direction by the Commissioner and any specific decisions and instructions from the UHEAA Board within its powers delegated from the SBR in Section 3.6 of Policy R601. The Executive Director, in consultation with the Commissioner of Higher Education, shall appoint, organize, direct, and supervise UHEAA staff.

3.3.5. Secretary: The Secretary shall be a UHEAA executive designated by the Executive Director. The Secretary shall be responsible for ensuring that a record of all proceedings of the Board is kept, and that adequate notice of all meetings is provided.

3.3.6. Treasurer: The Treasurer shall be a UHEAA executive designated by the Executive Director and shall be the Chief Financial Officer for all Funds managed by UHEAA. The Treasurer shall maintain accounts, process receipts and disbursements, and prepare financial statements and other appropriate financial reports for such Funds, and shall serve as the Public Treasurer for the Funds pursuant to the Utah Money Management Act, and SBR Policy R541, Management and Reporting of Institutional Investments.

3.4. Article IV: Fiscal Year: The fiscal year of the Board shall begin on July 1 of each year and shall end on June 30 of each year.

3.5. Article V: Standing Committees and Subcommittee

3.5.1. Student Finance Subcommittee of the SBR Finance, Facilities, and Accountability Committee: Pursuant to Section 3.6.~~f31~~⁴ of SBR Policy R601, the Board shall elect from its membership a Student Finance Subcommittee and shall designate a Chair ~~and Vice Chair~~ from the Subcommittee membership. The Committee shall constitute the Student Finance Subcommittee of the SBR Finance, Facilities, and Accountability Committee and shall be directly responsible, reporting directly to the Board of Regents through its Finance, Facilities, and Accountability Committee, for oversight and advice regarding bond issues and other financing arrangements for the State Board of Regents Loan Purchase Program. (LPP).

3.5.2. Audit Committee

3.5.2.1. Membership: The Board Chair shall appoint ~~five~~ ^{at least three} members of the Board who are not employees of ~~UHEAA or~~ the Office of the Commissioner of Higher Education (OCHE) to constitute the UHEAA Audit Committee, and shall designate one of the Committee members to serve as its Chair. Members of the Committee shall serve at the pleasure of the Board Chair. At least one member of the Committee shall be a person with substantial chief financial officer or partner-level public auditing experience. However, if no such person is a member of the Board, the Board Chair may appoint as one of the ~~five~~ ^{four} Audit Committee members an individual who is not a member of the Board but possesses such qualification.

3.5.2.2. Meetings: The Committee shall convene at the call of its Chair, with sufficient frequency to carry out effectively its assigned responsibilities.

3.5.2.3. Proactive Oversight: The Committee shall be responsible to seek and review appropriate information as necessary to provide oversight to the financial and accounting transactions of UHEAA ~~and my529;~~ to monitor, assess, and analyze organizational and financial risks and controls; ~~;~~ and to confirm compliance with applicable laws, regulations, policies, and procedures.

3.5.2.4. Review Audits: The Committee shall receive and review annual audited financial statements and management letters, internal and external audits, and program reviews applicable to UHEAA ~~and my529~~ programs and Funds, and may request additional information and reports from the Executive Director or Treasurer or the performance of specific internal or external audits.

3.5.2.5. Review Standards: In reviewing such statements, audits, and other reports, the Committee is charged to pay particular attention to adequacy of internal controls, to any issues regarding appropriate classification of financial transactions in accounting reports, to any findings regarding compliance with applicable legal and regulatory requirements, to any findings requiring specific corrective actions, and to financial trends or issues with implications for the longer-range solvency and health of the ~~F~~ funds.

3.5.2.6. Conflicts of Interest: The Committee shall pay specific attention to prevention of conflicts of interest or actions by officers or staff members of UHEAA to obtain personal benefit or advantage from information or authority related to their positions (other than compensation authorized from the budgets of the organization).

3.5.2.7. SBR Guidelines: Absent applicable law or policy to the contrary, the Audit Committee may be guided in its powers and responsibilities by comparable provisions of State Board of Regents Policies, including, but not limited to, R565, Audit Review Subcommittee; and R567, Internal Audit Program.

3.5.2.8. Report to Board of Directors: The Committee shall report regularly to the Board regarding its activities, findings, and any concerns.

3.5.2.9. Committee Relationship to UHEAA Internal Auditor: The UHEAA Internal Auditor reports to the ~~Executive Director~~ [Director of Central Services](#), but the Audit Committee Chair may consult directly with the Internal Auditor at any time, and the Committee may meet in executive session with the Internal Auditor as provided for in Section 3.5.2. The Chair of the Audit Committee, after appropriate consultations with Committee members, shall participate with ~~the Executive Director~~ [staff](#) in periodic performance evaluations of the Internal Auditor, and in any recruitment activities for Internal Audit staff members.

~~3.5.3. Finance Committee and Policy and Program Committee~~

~~3.4.3.1. Membership and Designation of Chairs and Vice Chairs:~~ The Board Chair annually shall appoint each Board member, except the Board Chair, the Commissioner of Higher Education, and the Associate Commissioner for Student Financial Aid (Executive Director of UHEAA), to either the Finance Committee or the Policy and Program Committee, and shall designate a Chair and Vice Chair of each Committee. The Board Chair, the Commissioner of Higher Education, and the Associate Commissioner for Student Financial Aid shall be ex officio members of both committees with vote, and may attend either committee as needed depending on the agenda. Provided, that in determining whether a committee has a quorum present, the ex officio members shall not be counted.

~~3.5.3.2. Finance Committee:~~ The Finance Committee shall meet during each regular meeting of the Board, reviewing and taking action as appropriate on financial and other reports scheduled for its attention in the meeting Agenda, and shall report its deliberations and recommended actions to the full Board.

~~3.5.3.3. Policy and Program Committee:~~ The Policy and Program Committee shall meet during each regular meeting of the Board, reviewing and taking action as appropriate on proposed administrative rulemaking actions, strategy and other program reports scheduled for its attention in the meeting Agenda, and shall report its deliberations and recommended actions to the full Board.

3.5. ~~4~~3. Executive Committee

3.5. ~~4~~3.1. Composition: The Executive Committee shall be composed of the Board Chair and Vice Chair, the immediate past Chair of the Board if still serving on the Board, the chair~~s~~ of the ~~standing committees of the Board (Finance Committee, Audit Committee, and Policy and Program Committee),~~ and one Committee Member at Large appointed by the Board Chair.

3.5. ~~4~~3.2. Authority: The Executive Committee shall have the full authority of the UHEAA Board of Directors to act upon routine matters during the interim between Board meetings, but shall act upon non-routine matters only under extraordinary and emergency

circumstances. Actions of the Executive Committee shall be reported to the Board of Directors at its next regular meeting following such actions.

| 3.5.~~15~~¹⁴. **Annual Operating Budgets:** The Board will convene as a Committee of the Whole to consider and act on annual (fiscal year) operating budgets.

| 3.5.~~16~~¹⁵. **Definition of Committee Roles:** The Board Chair may, from time to time, define or redefine the role and responsibilities of, and may make specific assignments to, a standing committee of the Board.

R928-1. Purpose: To establish a policy on health-related leaves of absence—with or without pay, including sick leave, long-term medical leave and Family Medical Leave Act leave.

R928-2. References

- 2.1. Policy and Procedures [R929](#), Leaves of Absence (Non Health-Related)
- 2.2. Policy and Procedures [R931](#), Vacations
- 2.3. [29 Code of Federal Regulations 825.100 et seq.](#), (Family and Medical Leave Act of 1993 Regulations)

R928-3. Definitions

- 3.1. **"Benefits eligible employee"** means an employee holding a permanent position at not less than 75% of full time.
- 3.2. **"Child"** means a biological, adopted or foster child, stepchild, legal ward or a child of a person standing in loco parentis, who is either under the age of eighteen, or over the age of eighteen and incapable of self care on a daily basis because of a mental or physical disability that substantially limits one or more major life activities.
- 3.3. **"Eligible Caregiver"** means an employee who provides the majority of child contact hours during the employee's regular working hours.
- 3.4. **"Health Care Provider"** means (1) a state authorized doctor of medicine or osteopathy; (2) a state authorized podiatrist, dentist, clinical psychologist, optometrist, or chiropractor performing within the scope of his/her practice; (3) a state authorized nurse practitioner, nurse-midwife or clinical social worker performing within the scope of his/her practice; (4) a Christian Science practitioner who is registered with the First Church of Christ Science in Boston, Massachusetts.
- 3.5. **"Incapacity"** means the inability to work, attend school or perform other regular daily activities due to a serious health condition, treatment therefore or recovery therefrom.
- 3.6. **"Parent"** means a biological parent or an individual who performed all parental duties in lieu of a biological parent.
- 3.7. **"Parent-in-Law"** means the biological parent of the employee's spouse or an individual who performed all parental duties to the employee's spouse in lieu of a biological parent.

¹ Adopted July 19, 1983, amended November 5, 1993. Replaced March 18, 2005.

3.8. "Responsible Officer" means the cognizant associate commissioner or OCHE officer with a direct supervisory reporting relationship to the employee.

3.9. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e. an overnight stay); (2) a period of incapacity of more than three consecutive calendar days that requires continuing treatment by a health care provider; (3) any period of incapacity due to pregnancy or for prenatal care; (4) any period of incapacity or treatment for such incapacity due to a chronic serious health condition (e.g., asthma, diabetes); (5) a period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective but which requires the continuing supervision of a health care provider (e.g., Alzheimer, severe stroke); or (6) any period of absence to receive multiple treatments by a health care provider (e.g., chemotherapy, dialysis).

3.10. "Spouse" means a husband or wife as defined or recognized under Utah law for purposes of marriage in Utah.

R928-4. Sick Leave (Leave with Pay) Policy

4.1. General: Sick leave is a benefit which provides payments in lieu of compensation to benefits eligible employees who are unable to perform the functions of their position because of an illness or serious health condition or because they are needed to care for a spouse, child, parent or parent-in-law with an illness or serious health condition.

4.1.1. In general, employees should arrange routine health care appointments during non working hours; however, in cases where these appointments must take place during regular working hours, employees may charge the time used for these appointments to sick leave. Whenever possible, supervisors should be notified of such appointments at least 48 hours in advance.

4.1.2. Eligible employees may use hourly increments of sick leave for an intermittent Family Medical Leave Act (FMLA) leave under section R928-5 below.

4.1.3. In order to minimize disruption of OCHE's operations, an employee shall notify his or her supervisor, in a timely manner, of an unexpected absence due to illness.

4.2. Eligibility and Accrual: Benefits eligible employees holding positions at 1.0 FTE accumulate sick leave at the rate of eight hours (one day) for each month of continuous service to a maximum accrual of 1040 hours (130 days). Benefits eligible employees holding positions at .75 FTE or more but less than 1.0 FTE accumulate sick leave on a prorated basis.

4.3. Use of Sick Leave

4.3.1. Sick leave accrual and usage for staff will be recorded through the Payroll/Benefits System.

4.3.2. Sick leave may not be used for vacation purposes, but after all sick leave has been exhausted, additional absences due to an illness or a serious health condition of the employee or the employee's spouse or child may be charged to earned vacation time with approval from the cognizant associate commissioner or designee.

4.3.3. OCHE may require certification of all absences charged to sick leave. If an employee is on sick leave for a period of more than three consecutive days, such leave may be designated as Family Medical Leave Act (FMLA) leave in accordance with the Family Medical Leave Act (FMLA). HR will notify the employee, in writing, that such leave is being designated provisionally as FMLA leave within five business days of becoming aware that such sick leave may qualify as FMLA leave. All of the conditions of FMLA leave, including certification and notice of intent to return to work, may apply to such leave. Under certain circumstances, OCHE may retroactively designate sick leave as FMLA leave.

4.4. Extended Sick Leave (With Pay): In exceptional cases after all accrued sick leave and earned vacation time has been exhausted, extended sick leave, with pay, may be authorized by the cognizant associate commissioner upon recommendation of the Human Resources Director subject to the following limitations:

4.4.1. Extended sick leave is not available for the care of a child, spouse, parent or parent-in-law with an illness or serious health condition.

4.4.2. Extended sick leave may not exceed thirty (30) days unless authorized by

the

Commissioner, upon recommendation of the Human Resources Director and cognizant associate commissioner.

4.4.3. In no event shall extended sick leave be granted for a period extending beyond the earliest day on which benefits under either OCHE's disability insurance program or the Social Security Act are expected to become payable to the employee or, if the employee is not covered thereunder, would become payable if coverage existed.

4.4.4. If the employee returns to work before the expiration of authorized extended sick leave, the unused portion of the leave will be canceled. The employing division is responsible for notifying HR of the date of the employee's actual return to work.

4.5. Conversion of Sick Leave to Vacation: Benefits eligible employees may convert up to four days (32 hours) of accrued sick leave to vacation annually provided the following conditions are met:

4.5.1. The employee has accumulated 48 days (384 hours) of sick leave by January 1, and during the following calendar year the employee uses fewer than four days of sick leave (32 hours).

4.5.2. The conversion will be calculated based on the number of sick leave days used during the calendar year:

4.5.2.1. If 0 days of sick leave are used, four days may be converted to vacation with the remaining 8 days accrued as sick leave.

4.5.2.2. If 1 day of sick leave is used, 3 days will be converted to vacation with the remaining 8 days accrued as sick leave.

4.5.2.3. If 2 days of sick leave are used, 2 days will be converted to vacation with the remaining 8 days accrued as sick leave.

4.5.2.4. If 3 days of sick leave are used, 1 day will be converted to vacation with the remaining 8 days accrued as sick leave.

4.5.2.5. If 4 or more days of sick leave are used, the employee is not eligible for the sick leave conversion.

4.5.3. Employees who have reached the maximum sick leave accrual of 130 days at the beginning of the year will be able to convert up to four days of unused sick leave to vacation days annually as long as they use 8 or fewer days of sick leave days throughout the year.

4.5.4. Conversion of eligible sick leave will occur automatically unless HR is directed to do otherwise by the employee.

4.5.5. Conversion of sick leave will not increase the maximum allowable limits on vacation accrual. (See R932, Vacation).

R928-5. Family Medical Leave Act Leave

5.1. Eligibility

5.1.1. An employee is eligible to request Family Medical Leave Act (FMLA) leave if he/she has been an employee of OCHE for at least twelve (12) months and has worked at least 1250 hours during the twelve month period immediately preceding the leave.

5.1.2. Subject to the requirements described in this policy, an eligible employee may request and will be granted up to twelve (12) workweeks of unpaid FMLA during any twelve (12) month period for one or more of the following events:

5.1.2.1. the birth and first year care of a child;

5.1.2.2. the placement of a child for adoption or foster care in the employee's home;

5.1.2.3. the care of the employee's spouse, child, parent or parent-in-law with a serious health condition; or

5.1.2.4. the employee's own serious health condition which renders him/her unable to perform the essential functions of the employee's position.

5.1.3. For purposes of calculating the amount of FMLA leave an eligible employee may request, the term "during any twelve (12) month period" means a rolling twelve (12) month period measured backward from the date the requested leave will begin.

5.1.4. If both spouses are employed by OCHE, they are limited to a combined total of twelve (12) workweeks of FMLA leave during any twelve (12) month period for purposes described in subparagraphs 5.1.2.1 or 5.1.2.2. However, each employee may use up to twelve (12) workweeks of FMLA leave during any twelve (12) month period if the leave is for purposes described in subparagraphs 5.1.2.3 and 5.1.2.4.

5.1.5. FMLA leave for the birth/care of a child or for the placement of a child for adoption or foster care must be taken within the twelve (12) month period after the date of such birth or placement. Regardless of when such leave begins, it will end no later than the end of the twelve (12) month period. Unless specifically permitted by the responsible officer, FMLA leave for these purposes cannot be taken on an intermittent or reduced leave schedule.

5.2. Notification and Certification of Need for FMLA Leave

5.2.1. An eligible employee who foresees the need for a FMLA leave must notify HR and the responsible officer in writing not less than thirty (30) calendar days in advance of the start date of the leave. If not foreseeable, the employee must provide written notice as soon as practicable, ordinarily within two (2) working days of learning of the need for leave.

5.2.2. An eligible employee who foresees the need for a leave due to planned medical treatment for herself/himself or for her/his spouse, child, or parent, must notify HR and the responsible officer in writing not less than thirty (30) calendar days in advance of the start date of the leave so the leave can be scheduled at a time least disruptive to OCHE's operations. If not foreseeable, the employee must provide written notice as soon as practicable, ordinarily within two (2) working days of learning of the need for leave.

5.2.3. If the requested leave is to care for a spouse, child or parent who has a serious health condition, the employee will be required to file with HR, in a timely manner, a health care provider's statement that the employee is needed to care for the child, spouse, or parent and the estimated duration of the leave. For purposes of confirmation of family relationship, the employee may be required to provide reasonable documentation or statement of family relationship.

5.2.4. If the requested leave is because of a serious health condition of the employee which renders her/him unable to perform the essential functions of the

employee's position, the employee is required to file with HR a health care provider's statement as allowed by FMLA.

5.2.5. An employee on an approved FMLA leave must inform HR every thirty (30) days regarding her/his status and intent to return to work upon conclusion of the leave. An employee may also be required to submit a fitness for -duty certification before returning to work.

5.2.6. In any case where there is reason to doubt the validity of the health care provider's statement or certification for leave taken under subparagraphs 5.1.2.3 or 5.1.2.4 above, OCHE may, at its own expense, require second and third opinions, as specified by FMLA, to resolve the issue.

5.2.7. Failure to comply with the above notification and certification requirements may result in a delay in the start of FMLA leave or a delay in the restoration of the employee to his/her position.

5.3. Substitution: An employee must substitute any accrued paid leave (i.e. sick leave, personal preference, and vacation) for any unpaid FMLA leave except that an employee, by written request, may retain up to ten (10) days of already accrued vacation. Upon exhaustion of any accrued paid leave, the remainder of any FMLA leave will be unpaid. In no case will the combination of paid and unpaid leave used for an FMLA purpose exceed twelve (12) workweeks in any twelve (12) month period.

5.4. Intermittent FMLA Leave: Leave may be taken intermittently or on a reduced leave schedule when medically necessary for medical treatment of a serious health condition by or under the supervision of a health care provider, or for recovery from such treatment or for recovery from a serious health condition. The employee may be required to file with HR certification from a health care provider why the intermittent/reduced leave schedule is medically necessary and the expected schedule and duration of such leave. The employee may be required to transfer temporarily to an available alternative position for which the employee is qualified. The alternative position must have equivalent pay and benefits and better accommodate recurring periods of leave than the employee's regular position.

5.5. Benefits and Return from Leave

5.5.1. At the election of the eligible employee, his/her insurance plans (health, dental, life, disability) will be maintained for the duration of an FMLA leave at the level and under the conditions coverage would have been provided if the employee had continued in employment for the duration of the leave. The employee will be responsible for paying his/her share of the premiums. These premiums will be deducted from the first paycheck after the employee returns to work.

5.5.2. While on unpaid FMLA leave, OCHE may recover its share of the premiums for maintaining coverage for the employee under such insurance plans during the period of an FMLA leave if the employee fails to return to work (or returns but fails to stay thirty (30) calendar days) for reasons other than the

continuation or onset of a serious health condition entitling the employee to leave under subparagraphs 5.1.2.3 or 5.1.2.4, or other circumstances beyond the employee's control. Certification of the employee's inability to return to work as specified by FMLA may be required.

5.5.3. Unless the employee is terminated as a result of a reduction in force, an employee who takes an FMLA leave for the intended purpose of the leave shall be entitled, on timely return from the leave and completion of all required documentation, to be restored to the position of employment held when the leave commenced or to an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment.

R928-6. Long-Term Medical Leave (Leave without Pay): Under certain circumstances, OCHE may permit an employee who has exhausted all of his/her accrued sick leave and FMLA leave or an employee who is not eligible for sick leave or FMLA leave to take long-term medical leave without pay for the employee's own serious health condition. In general, long-term medical leave is not available to employees holding positions that are temporary in nature (i.e. with a duration of less than four consecutive months), or to employees who are employed on an intermittent, or as-needed basis.

6.1. Request for Long-Term Medical Leave

6.1.1. A request for long-term medical leave without pay shall, whenever possible, be submitted in writing to the employee's responsible officer prior to the date upon which the requested leave is to commence. If unusual circumstances make it impossible in the exercise of reasonable diligence for the employee to submit the request in advance of the date upon which the requested leave is to commence, approval may be given to a retroactive commencement of the leave.

6.1.2. The written request should state (1) the reason why the long-term medical leave is being requested; (2) the proposed date on which the requested long-term medical leave is to commence; (3) the employee's intent to return to work upon conclusion of the leave; and (4) the estimated date on which the employee reasonably expects to return to work.

6.1.3. The employee shall provide a health care provider's statement supporting the need for a long-term medical leave.

6.1.4. The cognizant associate commissioner, upon recommendation of the responsible officer and the Human Resources Director, shall approve or deny the request for a long-term medical leave. If the cognizant associate commissioner concludes that the requested leave should be approved, but has reasonable grounds to believe that in order to assure satisfactory discharge of the duties of the position, consistent with the present or anticipated physical or mental condition of the employee, the leave should commence at a different date than requested by the employee, the approval of the request may be subject to the condition that the leave will begin at a specified date other than the requested date.

6.1.5. Prior to the commencement of an approved long-term medical leave, the employee must arrange for a counseling interview with HR.

6.2. Length of Long-Term Medical Leave

6.2.1. It is recognized that the duration of a serious health condition cannot be precisely known in advance. Accordingly, long-term medical leaves may be granted for an estimated or indefinite period of time, not to exceed one year.

6.2.2. Unless the Commissioner approves an extension of the long-term medical leave beyond one year, applicable procedures for termination of the employment status of the individual at the end of the one year's long-term medical leave shall be initiated by the responsible officer.

6.2.3. All long-term medical leaves are subject to the provision of Section 6.3, below, specifying the obligations of OCHE and related procedures, governing reinstatement.

6.3. Reinstatement

6.3.1. Notice of Intent. An employee on long-term medical leave must give the responsible officer and HR written notice not less than thirty (30) working days in advance of the date on which the employee wishes to terminate the long-term medical leave and return to work. An employee may be required to submit a fitness-for-duty certification by a health-care provider before returning to work. If appropriate, HR, in consultation with the division, may require a second, independent certification from a health care provider at the division's expense.

6.3.2. Six-month rule. An employee who has been on leave because of his/her own serious health condition, including any time credited to sick leave, FMLA leave or accrued vacation, for six months or less during any twelve month period prior to the date of return to work shall be restored to the position of employment held when the leave commenced or to an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment. In order to facilitate discharge of OCHE's obligation of reinstatement under this "six-month" rule, unless otherwise authorized by the cognizant associate commissioner, the responsible officer shall not fill the position with a permanent employee during the six-month period specified in the preceding paragraph.

6.3.3. One-year rule. If an employee has been on leave because of his/her own serious health condition, including any time credited to sick leave, FMLA leave or accrued vacation, for more than six months but less than one year during any twelve month period prior to returning to work, OCHE will make a good faith effort, subject to availability of funds and vacant positions, to restore the employee to an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment or to another position for which the employee is qualified. The responsible officer is responsible for arranging such reinstatement. OCHE cannot, however, assure that an employee returning to work after a leave of more than six months duration will be reinstated.

6.3.4. OCHE has no obligation to reinstate, or to make any effort to reinstate, an employee who has been on leave, including any sick leave, FMLA leave, or accrued vacation, because of his/her serious health condition for more than one year. An application for reinstatement in such cases shall be treated as an application for initial employment.

6.3.5. If an employee on long-term medical leave accepts other employment during such leave or fails to return to work within three (3) business days after the expiration of the long-term medical leave, OCHE may treat such action as a voluntary termination of employment and a waiver of any right to reinstatement.

R928-7. Employee Benefits During Health-Related Leaves of Absence

7.1. Time Related Benefits: Longevity for purposes of accruing vacation time is not lost during the preceding leaves without pay. However, vacation and sick leave benefits do not accrue during such leaves.

7.2. Retirement and Insurance Benefits

7.2.1. Sick Leave & Extended Sick Leave: During sick leave and extended sick leave, retirement and insurance benefits continue to be paid by OCHE.

7.2.2. Family Medical Leave Act Leave: To the extent FMLA leave is paid, retirement and insurance benefits continue to be paid by OCHE on the same basis as if the employee had continued in employment for the duration of the leave. To the extent FMLA leave is unpaid, retirement benefits will not be paid by OCHE during the leave. Insurance benefits will continue on the same basis as if the employee had continued in employment for the duration of the leave provided the employee pays his/her share of the premium and returns to work at the end of the leave (see 5.5, above).

7.2.3. Long-Term Medical Leave: Retirement and insurance benefits are not paid by OCHE during a long-term medical leave. An employee on long-term medical leave, however, may elect to continue his/her health insurance coverage as provided by federal law.

7.3. Other Benefits: Other benefits, including tuition reductions, ticket discounts and parking privileges continue during health-related leaves of absence.

R928-8. Parental Leave Benefits

8.1 Eligibility A benefits-eligible employee is eligible for the parental leave benefit provided the following conditions are satisfied:

8.1.1. The employee must be employed in the capacity of a benefits-eligible employee continuously for a period of 12 months prior to the commencement of the leave period.

8.1.2. During the leave period, the employee must serve as an eligible caregiver of the employee's child.

8.1.3. The child needing care must be a newborn child and must have been born or adopted on or after January 1, 2019.

8.1.4. The employee must notify the Human Resource Director and the employee's supervisor in writing not less than ninety (90) calendar days in advance of the intended start date of the leave. If not foreseeable, the employee must provide written notice as soon as practicable, ordinarily within five (5) working days of learning of the need for leave.

8.2. Parental Leave Benefit

8.2.1. Upon approval of an application for parental leave, the employee will be granted a leave of absence without being required to perform the duties of the employee's position during the leave period and will receive pay for fifty percent (50%) of the employee's regular work hours for a period of up to six weeks.

8.2.2. The employee must use any accrued paid leave (i.e. sick leave, personal preference, and vacation) for the unpaid portion of the parental leave, except that the employee, by written request, may retain up to ten (10) days of previously accrued vacation.

8.3. Period of Leave The parental leave shall begin no sooner than the date of birth of the child (unless the employee's health care provider certifies that an earlier begin date is medically necessary) or the date of adoption. The parental leave of up to six weeks shall be taken continuously and shall be completed within the 12 months following the birth or adoption.

8.4. Parental Benefit Leave and the Family Medical Leave Act (FMLA) The parental leave must run concurrently with the employee's FMLA leave. In no event will the employee's parental leave benefit extend the amount of leave provided under the FMLA.

8.5. End of Leave

8.5.1. Unless the employee is terminated as a result of a reduction in force, an employee who takes parental leave shall, on timely return from the leave and completion of all required documentation, be entitled to be restored to the position of employment held when the leave commenced or to an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment.

8.5.2. In the event employee terminates employment either before returning to work or within six (6) months of returning to work, the amount of the parental leave benefit shall be repaid and may be deducted from the employee's vacation payout, if any.

R928-1. Purpose: To ~~outline the Commissioner's Office's~~ [establish a](#) policy on health-related leaves of absence— with or without pay, including sick leave, long-term medical leave and Family Medical Leave Act leave. ~~Any questions regarding this policy should be referred to the Human Resources Office (HR).~~

R928-2. References

- 2.1. Policy and Procedures [R929](#), Leaves of Absence (Non Health-Related)
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3.3. "Eligible Caregiver" means an employee who provides the majority of child contact hours during the employee's regular working hours.

3.3.4. "Health Care Provider" means (1) a state authorized doctor of medicine or osteopathy; (2) a state authorized podiatrist, dentist, clinical psychologist, optometrist, or chiropractor performing within the scope of his/her practice; (3) a state authorized nurse practitioner, nurse-midwife or clinical social worker performing within the scope of his/her practice; (4) a Christian Science practitioner who is registered with the First Church of Christ Science in Boston, Massachusetts.

3.45. "Incapacity" means the inability to work, attend school or perform other regular daily activities due to a serious health condition, treatment therefore or recovery therefrom.

3.56. "Parent" means a biological parent or an individual who performed all parental duties in lieu of a biological parent.

¹ Adopted July 19, 1983, amended November 5, 1993. Replaced March 18, 2005.

3.67. "Parent-in-Law" means the biological parent of the employee's spouse or an individual who performed all parental duties to the employee's spouse in lieu of a biological parent.

3.78. "Responsible Officer" means the cognizant associate commissioner or OCHE officer with a direct supervisory reporting relationship to the employee.

3.89. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e. an overnight stay); (2) a period of incapacity of more than three consecutive calendar days that requires continuing treatment by a health care provider; (3) any period of incapacity due to pregnancy or for prenatal care; (4) any period of incapacity or treatment for such incapacity due to a chronic serious health condition (e.g., asthma, diabetes); (5) a period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective but which requires the continuing supervision of a health care provider (e.g., Alzheimer, severe stroke); or (6) any period of absence to receive multiple treatments by a health care provider (e.g., chemotherapy, dialysis).

3.910. "Spouse" means a husband or wife as defined or recognized under Utah law for purposes of marriage in Utah.

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4.1. General: Sick leave is a benefit which provides payments in lieu of compensation to benefits eligible employees who are unable to perform the functions of their position because of an illness or serious health condition or because they are needed to care for a spouse, child, parent or parent-in-law with an illness or serious health condition.

4.1.1. In general, employees should arrange routine health care appointments during non working hours; however, in cases where these appointments must take place during regular working hours, employees may charge the time used for these appointments to sick leave. Whenever possible, supervisors should be notified of such appointments at least 48 hours in advance.

4.1.2. Eligible employees may use hourly increments of sick leave for an intermittent Family Medical Leave Act (FMLA) leave under section R928-5 below.

4.1.3. In order to minimize disruption of OCHE's operations, an employee shall notify his or her supervisor, in a timely manner, of an unexpected absence due to illness.

4.2. Eligibility and Accrual: Benefits eligible employees holding positions at 1.0 FTE accumulate sick leave at the rate of eight hours (one day) for each month of continuous service to a maximum accrual of 1040 hours (130 days). Benefits eligible employees holding positions at .75 FTE or more but less than 1.0 FTE accumulate sick leave on a prorated basis.

4.3. Use of Sick Leave

4.3.1. Sick leave accrual and usage for staff will be recorded through the Payroll/Benefits System.

4.3.2. Sick leave may not be used for vacation purposes, but after all sick leave has been exhausted, additional absences due to an illness or a serious health condition of the employee or the employee's spouse or child may be charged to earned vacation time with approval from the cognizant associate commissioner or designee.

4.3.3. OCHE may require certification of all absences charged to sick leave. If an employee is on sick leave for a period of more than three consecutive days, such leave may be designated as Family Medical Leave Act (FMLA) leave in accordance with the Family Medical Leave Act (FMLA). HR will notify the employee, in writing, that such leave is being designated provisionally as FMLA leave within five business days of becoming aware that such sick leave may qualify as FMLA leave. All of the conditions of FMLA leave, including certification and notice of intent to return to work, may apply to such leave. Under certain circumstances, OCHE may retroactively designate sick leave as FMLA leave.

4.4. Extended Sick Leave (With Pay): In exceptional cases after all accrued sick leave and earned vacation time has been exhausted, extended sick leave, with pay, may be authorized by the cognizant associate commissioner upon recommendation of the Human Resources Director subject to the following limitations:

4.4.1. Extended sick leave is not available for the care of a child, spouse, parent or parent-in-law with an illness or serious health condition.

4.4.2. Extended sick leave may not exceed thirty (30) days unless authorized by

the

Commissioner, upon recommendation of the Human Resources Director and cognizant associate commissioner.

4.4.3. In no event shall extended sick leave be granted for a period extending beyond the earliest day on which benefits under either OCHE's disability insurance program or the Social Security Act are expected to become payable to the employee or, if the employee is not covered thereunder, would become payable if coverage existed.

4.4.4. If the employee returns to work before the expiration of authorized extended sick leave, the unused portion of the leave will be canceled. The employing division is responsible for notifying HR of the date of the employee's actual return to work.

4.5. Conversion of Sick Leave to Vacation: Benefits eligible employees may convert up to four days (32 hours) of accrued sick leave to vacation annually provided the following conditions are met:

4.5.1. The employee has accumulated 48 days (384 hours) of sick leave by January 1, and during the following calendar year the employee uses fewer than four days of sick leave (32 hours).

4.5.2. The conversion will be calculated based on the number of sick leave days used during the calendar year:

4.5.2.1. If 0 days of sick leave are used, four days may be converted to vacation with the remaining 8 days accrued as sick leave.

4.5.2.2. If 1 day of sick leave is used, 3 days will be converted to vacation with the remaining 8 days accrued as sick leave.

4.5.2.3. If 2 days of sick leave are used, 2 days will be converted to vacation with the remaining 8 days accrued as sick leave.

4.5.2.4. If 3 days of sick leave are used, 1 day will be converted to vacation with the remaining 8 days accrued as sick leave.

4.5.2.5. If 4 or more days of sick leave are used, the employee is not eligible for the sick leave conversion.

4.5.3. Employees who have reached the maximum sick leave accrual of 130 days at the beginning of the year will be able to convert up to four days of unused sick leave to vacation days annually as long as they use 8 or fewer days of sick leave days throughout the year.

4.5.4. Conversion of eligible sick leave will occur automatically unless HR is directed to do otherwise by the employee.

4.5.5. Conversion of sick leave will not increase the maximum allowable limits on vacation accrual. (See R932, Vacation).

R928-5. Family Medical Leave Act Leave

5.1. Eligibility

5.1.1. An employee is eligible to request Family Medical Leave Act (FMLA) leave if he/she has been an employee of OCHE for at least twelve (12) months and has worked at least 1250 hours during the twelve month period immediately preceding the leave.

5.1.2. Subject to the requirements described in this policy, an eligible employee may request and will be granted up to twelve (12) workweeks of unpaid FMLA during any twelve (12) month period for one or more of the following events:

5.1.2.1. the birth and first year care of a child;

5.1.2.2. the placement of a child for adoption or foster care in the employee's home;

5.1.2.3. the care of the employee's spouse, child, parent or parent-in-law with a serious health condition; or

5.1.2.4. the employee's own serious health condition which renders him/her unable to perform the essential functions of the employee's position.

5.1.3. For purposes of calculating the amount of FMLA leave an eligible employee may request, the term "during any twelve (12) month period" means a rolling twelve (12) month period measured backward from the date the requested leave will begin.

5.1.4. If both spouses are employed by OCHE, they are limited to a combined total of twelve (12) workweeks of FMLA leave during any twelve (12) month period for purposes described in subparagraphs 5.1.2.1 or 5.1.2.2. However, each employee may use up to twelve (12) workweeks of FMLA leave during any twelve (12) month period if the leave is for purposes described in subparagraphs 5.1.2.3 and 5.1.2.4.

5.1.5. FMLA leave for the birth/care of a child or for the placement of a child for adoption or foster care must be taken within the twelve (12) month period after the date of such birth or placement. Regardless of when such leave begins, it will end no later than the end of the twelve (12) month period. Unless specifically permitted by the responsible officer, FMLA leave for these purposes cannot be taken on an intermittent or reduced leave schedule.

5.2. Notification and Certification of Need for FMLA Leave

5.2.1. An eligible employee who foresees the need for a FMLA leave must notify HR and the responsible officer in writing not less than thirty (30) calendar days in advance of the start date of the leave. If not foreseeable, the employee must provide written notice as soon as practicable, ordinarily within two (2) working days of learning of the need for leave.

5.2.2. An eligible employee who foresees the need for a leave due to planned medical treatment for herself/himself or for her/his spouse, child, or parent, must notify HR and the responsible officer in writing not less than thirty (30) calendar days in advance of the start date of the leave so the leave can be scheduled at a time least disruptive to OCHE's operations. If not foreseeable, the employee must provide written notice as soon as practicable, ordinarily within two (2) working days of learning of the need for leave.

5.2.3. If the requested leave is to care for a spouse, child or parent who has a serious health condition, the employee will be required to file with HR, in a timely manner, a health care provider's statement that the employee is needed to care for the child, spouse, or parent and the estimated duration of the leave. For

purposes of confirmation of family relationship, the employee may be required to provide reasonable documentation or statement of family relationship.

5.2.4. If the requested leave is because of a serious health condition of the employee which renders her/him unable to perform the essential functions of the employee's position, the employee is required to file with HR a health care provider's statement as allowed by FMLA.

5.2.5. An employee on an approved FMLA leave must inform HR every thirty (30) days regarding her/his status and intent to return to work upon conclusion of the leave. An employee may also be required to submit a fitness for -duty certification before returning to work.

5.2.6. In any case where there is reason to doubt the validity of the health care provider's statement or certification for leave taken under subparagraphs 5.1.2.3 or 5.1.2.4 above, OCHE may, at its own expense, require second and third opinions, as specified by FMLA, to resolve the issue.

5.2.7. Failure to comply with the above notification and certification requirements may result in a delay in the start of FMLA leave or a delay in the restoration of the employee to his/her position.

5.3. Substitution: An employee must substitute any accrued paid leave (i.e. sick leave, personal preference, and vacation) for any unpaid FMLA leave except that an employee, by written request, may retain up to ten (10) days of already accrued vacation. Upon exhaustion of any accrued paid leave, the remainder of any FMLA leave will be unpaid. In no case will the combination of paid and unpaid leave used for an FMLA purpose exceed twelve (12) workweeks in any twelve (12) month period.

5.4. Intermittent FMLA Leave: Leave may be taken intermittently or on a reduced leave schedule when medically necessary for medical treatment of a serious health condition by or under the supervision of a health care provider, or for recovery from such treatment or for recovery from a serious health condition. The employee may be required to file with HR certification from a health care provider why the intermittent/reduced leave schedule is medically necessary and the expected schedule and duration of such leave. The employee may be required to transfer temporarily to an available alternative position for which the employee is qualified. The alternative position must have equivalent pay and benefits and better accommodate recurring periods of leave than the employee's regular position.

5.5. Benefits and Return from Leave

5.5.1. At the election of the eligible employee, his/her insurance plans (health, dental, life, disability) will be maintained for the duration of an FMLA leave at the level and under the conditions coverage would have been provided if the employee had continued in employment for the duration of the leave. The employee will be responsible for paying his/her share of the premiums. These premiums will be deducted from the first paycheck after the employee returns to work.

5.5.2. While on unpaid FMLA leave, OCHE may recover its share of the premiums for maintaining coverage for the employee under such insurance plans during the period of an FMLA leave if the employee fails to return to work (or returns but fails to stay thirty (30) calendar days) for reasons other than the continuation or onset of a serious health condition entitling the employee to leave under subparagraphs 5.1.2.3 or 5.1.2.4, or other circumstances beyond the employee's control. Certification of the employee's inability to return to work as specified by FMLA may be required.

5.5.3. Unless the employee is terminated as a result of a reduction in force, an employee who takes an FMLA leave for the intended purpose of the leave shall be entitled, on timely return from the leave and completion of all required documentation, to be restored to the position of employment held when the leave commenced or to an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment.

R928-6. Long-Term Medical Leave (Leave without Pay): Under certain circumstances, OCHE may permit an employee who has exhausted all of his/her accrued sick leave and FMLA leave or an employee who is not eligible for sick leave or FMLA leave to take long-term medical leave without pay for the employee's own serious health condition. In general, long-term medical leave is not available to employees holding positions that are temporary in nature (i.e. with a duration of less than four consecutive months), or to employees who are employed on an intermittent, or as-needed basis.

6.1. Request for Long-Term Medical Leave

6.1.1. A request for long-term medical leave without pay shall, whenever possible, be submitted in writing to the employee's responsible officer prior to the date upon which the requested leave is to commence. If unusual circumstances make it impossible in the exercise of reasonable diligence for the employee to submit the request in advance of the date upon which the requested leave is to commence, approval may be given to a retroactive commencement of the leave.

6.1.2. The written request should state (1) the reason why the long-term medical leave is being requested; (2) the proposed date on which the requested long-term medical leave is to commence; (3) the employee's intent to return to work upon conclusion of the leave; and (4) the estimated date on which the employee reasonably expects to return to work.

6.1.3. The employee shall provide a health care provider's statement supporting the need for a long-term medical leave.

6.1.4. The cognizant associate commissioner, upon recommendation of the responsible officer and the Human Resources Director, shall approve or deny the request for a long-term medical leave. If the cognizant associate commissioner concludes that the requested leave should be approved, but has reasonable grounds to believe that in order to assure satisfactory discharge of the duties of the position, consistent with the present or anticipated physical or mental condition

of the employee, the leave should commence at a different date than requested by the employee, the approval of the request may be subject to the condition that the leave will begin at a specified date other than the requested date.

6.1.5. Prior to the commencement of an approved long-term medical leave, the employee must arrange for a counseling interview with HR.

6.2. Length of Long-Term Medical Leave

6.2.1. It is recognized that the duration of a serious health condition cannot be precisely known in advance. Accordingly, long-term medical leaves may be granted for an estimated or indefinite period of time, not to exceed one year.

6.2.2. Unless the Commissioner approves an extension of the long-term medical leave beyond one year, applicable procedures for termination of the employment status of the individual at the end of the one year's long-term medical leave shall be initiated by the responsible officer.

6.2.3. All long-term medical leaves are subject to the provision of Section 6.3, below, specifying the obligations of OCHE and related procedures, governing reinstatement.

6.3. Reinstatement

6.3.1. Notice of Intent. An employee on long-term medical leave must give the responsible officer and HR written notice not less than thirty (30) working days in advance of the date on which the employee wishes to terminate the long-term medical leave and return to work. An employee may be required to submit a fitness-for-duty certification by a health-care provider before returning to work. If appropriate, HR, in consultation with the division, may require a second, independent certification from a health care provider at the division's expense.

6.3.2. Six-month rule. An employee who has been on leave because of his/her own serious health condition, including any time credited to sick leave, FMLA leave or accrued vacation, for six months or less during any twelve month period prior to the date of return to work shall be restored to the position of employment held when the leave commenced or to an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment. In order to facilitate discharge of OCHE's obligation of reinstatement under this "six-month" rule, unless otherwise authorized by the cognizant associate commissioner, the responsible officer shall not fill the position with a permanent employee during the six-month period specified in the preceding paragraph.

6.3.3. One-year rule. If an employee has been on leave because of his/her own serious health condition, including any time credited to sick leave, FMLA leave or accrued vacation, for more than six months but less than one year during any twelve month period prior to returning to work, OCHE will make a good faith effort, subject to availability of funds and vacant positions, to restore the employee to an equivalent position with equivalent employment benefits, pay and other terms and

conditions of employment or to another position for which the employee is qualified. The responsible officer is responsible for arranging such reinstatement. OCHE cannot, however, assure that an employee returning to work after a leave of more than six months duration will be reinstated.

6.3.4. OCHE has no obligation to reinstate, or to make any effort to reinstate, an employee who has been on leave, including any sick leave, FMLA leave, or accrued vacation, because of his/her serious health condition for more than one year. An application for reinstatement in such cases shall be treated as an application for initial employment.

6.3.5. If an employee on long-term medical leave accepts other employment during such leave or fails to return to work within three (3) business days after the expiration of the long-term medical leave, OCHE may treat such action as a voluntary termination of employment and a waiver of any right to reinstatement.

R928-7. Employee Benefits During Health-Related Leaves of Absence

7.1. Time Related Benefits: Longevity for purposes of accruing vacation time is not lost during the preceding leaves without pay. However, vacation and sick leave benefits do not accrue during such leaves.

7.2. Retirement and Insurance Benefits

7.2.1. Sick Leave & Extended Sick Leave: During sick leave and extended sick leave, retirement and insurance benefits continue to be paid by OCHE.

7.2.2. Family Medical Leave Act Leave: To the extent FMLA leave is paid, retirement and insurance benefits continue to be paid by OCHE on the same basis as if the employee had continued in employment for the duration of the leave. To the extent FMLA leave is unpaid, retirement benefits will not be paid by OCHE during the leave. Insurance benefits will continue on the same basis as if the employee had continued in employment for the duration of the leave provided the employee pays his/her share of the premium and returns to work at the end of the leave (see 5.5, above).

7.2.3. Long-Term Medical Leave: Retirement and insurance benefits are not paid by OCHE during a long-term medical leave. An employee on long-term medical leave, however, may elect to continue his/her health insurance coverage as provided by federal law.

7.3. Other Benefits: Other benefits, including tuition reductions, ticket discounts and parking privileges continue during health-related leaves of absence.

R928-8. Parental Leave Benefits

8.1 Eligibility A benefits-eligible employee is eligible for the parental leave benefit provided the following conditions are satisfied:

8.1.1. The employee must be employed in the capacity of a benefits-eligible employee continuously for a period of 12 months prior to the commencement of the leave period.

8.1.2. During the leave period, the employee must serve as an eligible caregiver of the employee's child.

8.1.3. The child needing care must be a newborn child and must have been born or adopted on or after January 1, 2019.

8.1.4 The employee must notify the Human Resource Director and the employee's supervisor in writing not less than ninety (90) calendar days in advance of the intended start date of the leave. If not foreseeable, the employee must provide written notice as soon as practicable, ordinarily within five (5) working days of learning of the need for leave.

8.2. Parental Leave Benefit

8.2.1. Upon approval of an application for parental leave, the employee will be granted a leave of absence without being required to perform the duties of the employee's position during the leave period and will receive pay for fifty percent (50%) of the employee's regular work hours for a period of up to six weeks.

8.2.2. The employee must use any accrued paid leave (i.e. sick leave, personal preference, and vacation) for the unpaid portion of the parental leave, except that the employee, by written request, may retain up to ten (10) days of previously accrued vacation.

8.3. **Period of Leave** The parental leave shall begin no sooner than the date of birth of the child (unless the employee's health care provider certifies that an earlier begin date is medically necessary) or the date of adoption. The parental leave of up to six weeks shall be taken continuously and shall be completed within the 12 months following the birth or adoption.

8.4. **Parental Benefit Leave and the Family Medical Leave Act (FMLA)** The parental leave must run concurrently with the employee's FMLA leave. In no event will the employee's parental leave benefit extend the amount of leave provided under the FMLA.

8.5. End of Leave

8.5.1. Unless the employee is terminated as a result of a reduction in force, an employee who takes parental leave shall, on timely return from the leave and completion of all required documentation, be entitled to be restored to the position of employment held when the leave commenced or to an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment.

8.5.2. In the event employee terminates employment either before returning to work or within six (6) months of returning to work, the amount of the parental leave benefit shall be repaid and may be deducted from the employee's vacation payout, if any.



March 20, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Proposed Tuition Adjustments for 2019-2020

Issue

The Board of Regents holds the statutory responsibility for setting tuition rates for the USHE colleges and universities. The Board is asked to review and act on tuition proposals and a new online-only tuition schedule, for the 2019-2020 academic year.

Background

In the 2025 Strategic Plan, the Board has reaffirmed its commitment to affordable college and is working to ensure that “all Utahns can affordably access a quality postsecondary education with the tools, resources, and information that start them on the path to completion, especially for underserved populations and first-generation college students.” This includes a commitment to students to judiciously review tuition adjustment proposals from institutions and understand the potential impacts on students prior to approving any proposed tuition adjustment.

Setting Tuition

Each year following the Legislative session, the Board of Regents determines whether additional tuition revenue is required to meet the operating budget needs and to help fulfill the institutional mission and role for the each of the USHE institutions.

During the November 2018 meeting, the Board revised its tuition policy R510, *Tuition and Fees*, to simplify the tuition setting process by eliminating the two-tiered tuition structure and bolstering its process to review and consider tuition proposals. The Board has increased both transparency and accountability requirements for institutions when presenting tuition proposals to the Board outlined in attachment 2.

As part of the tuition setting process, the Board is asked to consider a number of factors including: the state tax funding levels, institutional need, the Consumer Price Index, the Higher Education Price Index, regional tuition rate increases, comparisons to peer institutions and Carnegie classification, percent of median household income, and the impact on student access, retention, and completion rates.

In addition, the Board has directed the Commissioner's Office to develop alternative tuition scenarios for the Board to consider as part of its annual deliberation. This year, the Commissioner's Office will present three alternative scenarios in addition to the specific institution proposals: no tuition increases, tuition

increases equivalent to the required legislative dedicated credits increase to support compensation and ISF rate adjustments, and increasing tuition to the approved Board threshold of the state’s median household income.

2019-2020 Institution Tuition Adjustment Proposals

Each of the eight USHE institutions have engaged in a robust and thorough review of their operational budgets including consideration of the new funds received by the legislature for FY20. Even with the new funds, there are still institution priorities on campus that will need new funds in order to implement fully including: the legislative compensation package, health insurance premium increases, the state’s internal service fund rate increases, faculty rank and tenure promotion costs, and key initiatives that were not funded by the legislature critical to achieving the institution’s individual missions.

Institutions have held Truth-in-tuition hearings as required by statute and Board policy, met with student leaders, and presented their tuition proposals to their respective Boards of Trustees. A member of the Commissioner’s Office was in attendance at all of these meetings and several Board members also visited the campuses to listen to the institution presentations and the questions posed. Student involvement at the hearings ranged from 35 – 100+ students in attendance. Students and Boards of Trustees have provided letters of support for the proposed tuition proposal which is included as part of the attachments.

It is important for the Board to know that the Boards of Trustees were actively engaged in the tuition conversation. The Trustees were careful to balance the needs to grow the institutions while maintaining affordable access opportunities for the students attending and who will attend their institutions into the future.

Each institution will present a full presentation to the Board during the March 28 Board of Regents Tuition Hearing regarding their respective proposal, but a summary of the proposed 2019-2020 dollar and percent increase for a resident undergraduate student taking fifteen credits hours for two semesters.

Institution	Dollars	Percent
U of Utah	\$256	3.20%
USU	\$206	3.25%
WSU	\$98	2.00%
SUU	\$0	0.00%
Snow	\$83	2.50%
DSU	\$223	5.00%
UVU	\$86	1.70%
SLCC	\$67	2.00%
USHE Simple Average		2.46%

This year’s institution tuition rate proposal range from 0 – 5 percent with an overall system average tuition rate increase of 2.46 percent.

Online Tuition - For 2019-2020, University of Utah is proposing an Online-Only Tuition and Fees schedule effective spring 2020 of \$260 per credit hour (\$200 tuition, \$60 fee). See attachment 5.

Summary Attachments - The Commissioner's staff and institutions have prepared several attachments providing analysis, benchmarks, comparative data, proposed new tuition rates, and supporting documents.

- Attachment 1: Commissioner's Office tuition presentation
- Attachment 2: Regent Policy R510
- Attachment 3: Annual tuition reviews
- Attachment 4: Proposed new tuition revenue
- Attachment 5: University of Utah online
- Attachment 6: Supporting documents from Trustees and student leadership

Commissioner's Recommendation

The Commissioner recommends the Board carefully review all information presented and take action on the 2019-20 institution tuition proposals; and approve the new online only tuition and fee proposal for the University of Utah as outlined in the attachments.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachments

UTAH SYSTEM OF
HIGHER EDUCATION

Tuition Proposal Hearing

Annual Examination and Review

March 2019

March 28 Meeting Schedule

Morning Session

11:00 Commissioner's Office

11:45 SLCC

12:15 SNOW

Break for Lunch

12:45-1:30

Afternoon Session

1:30 WSU

2:00 SUU

2:30 DSU

3:00 UVU

3:30 UU

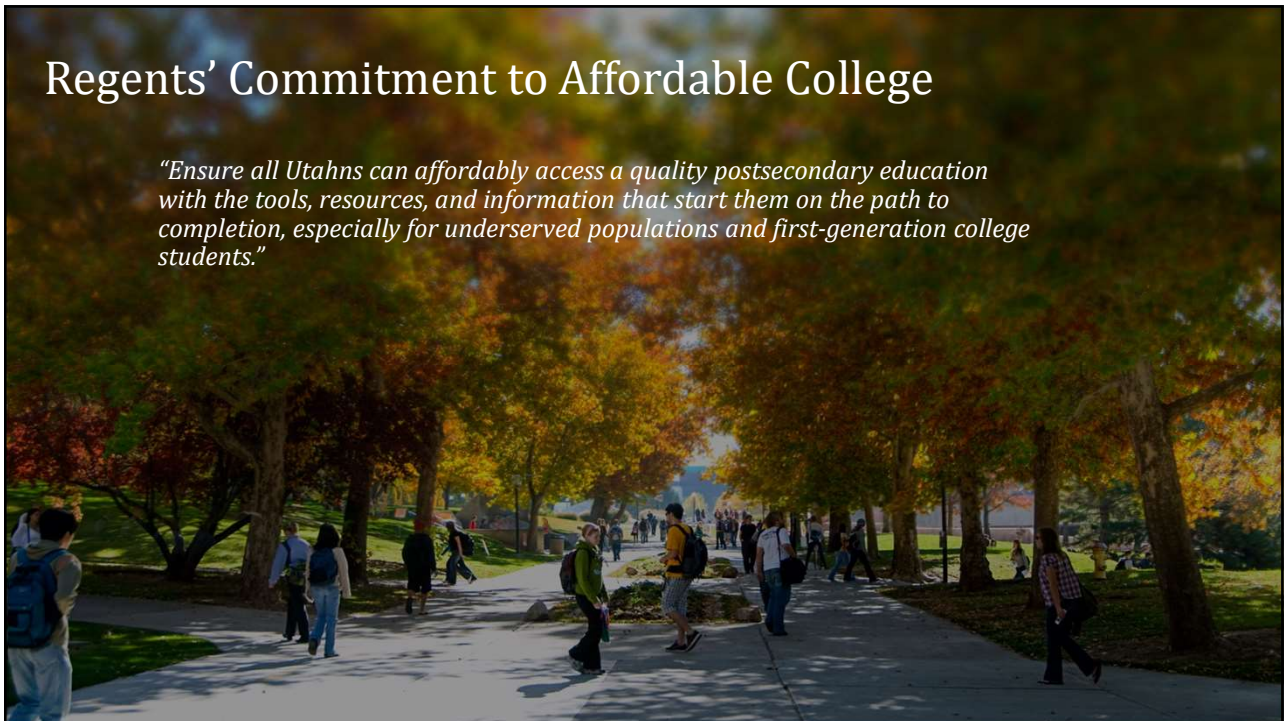
4:00 USU

4:30 Student Leaders & Public

5:00 Board Discussion

Regents' Commitment to Affordable College

"Ensure all Utahns can affordably access a quality postsecondary education with the tools, resources, and information that start them on the path to completion, especially for underserved populations and first-generation college students."



Revisions to Board Tuition Setting Procedures

- Discontinued uniform first-tier + institution second-tier tuition structure to an institution specific tuition rate approach (2019-20)
- Additional detail from institutions including:
 - A detailed list of uses for tuition revenue
 - Demonstrated support from students and Trustees
 - Anticipated impact on student access, retention, and completion rates
 - Dollar and percentage adjustment being requested
- Institutions use of tuition dollars will be subject to spot audits



Truth-in-Tuition Hearings & Public Review

- USHE institutions must hold public “Truth-in-Tuition” meetings with students to explain the institution’s tuition proposal and rationale. *(UCA53B-7-101.5)*
- The Board shall hold a public hearing as part of the regularly scheduled Board meeting, and provide written notice to student body presidents one-week prior to the hearing date. *(Regent Policy R511, Tuition Disclosures and Consultation)*

	<u>Truth-in-Tuition Hearings</u>	<u>Board of Trustee Review</u>	<u>Board of Regents Considerations</u>	
Utah:	March 19	March 12	Tuition Presentations	March 28
USU:	March 6	March 8	Public Hearing	March 28
WSU:	March 11	March 19		
SUU:	March 5	March 21	Final Tuition Decisions	March 29
SNOW:	March 13	March 15		
DSU:	March 5	March 22		
UVU:	March 7	March 14		
SLCC:	March 7	March 13		

Affordability Considerations prior to Approving Tuition Adjustments

- Annual Use of Tuition Reviews
- How the proposed tuition rate compares to the state's median income statistics
- State funding received by the legislature for the year
- National and regional tuition and fee comparisons for each institution
- Institution cost data
- Average student debt load in Utah
- Combined impact of tuition rate adjustments and general student fee increases
- Institution presentations and internal reallocations
- Student and public comment



Commissioner's Office Audit Report

FY2018 Use of Tuition Proceeds @ Weber State & Salt Lake Community

Audit Results:

1. The use of Tier 1 and Tier 2 tuition increases at WSU and SLCC appears appropriate for the 2017-2018 academic year
2. The Board of Regents could benefit from detailed information regarding the proposed and actual use of increased tuition funds

Recommendations:

1. Institutions include detailed information regarding the proposed use of funds generated through requested tuition increases
2. Institutions annually report the use of funds actually generated from tuition increases to the Board of Regents

By the Numbers

Board of Regents Affordability Metric

Mission	Institution	Benchmark	2019 Published Tuition & Fees as % of State Median Household Income
Research	UU	15%	14.8%
	USU – Main Campus		11.9%
Regional	WSU	10%	9.4%
	SUU		10.8%
	DSU		8.4%
	UVU		9.2%
Community College	USU – Eastern	7%	6.2%
	SNOW		6.0%
	SLCC		6.1%

By the Numbers

2020 Legislative Funding

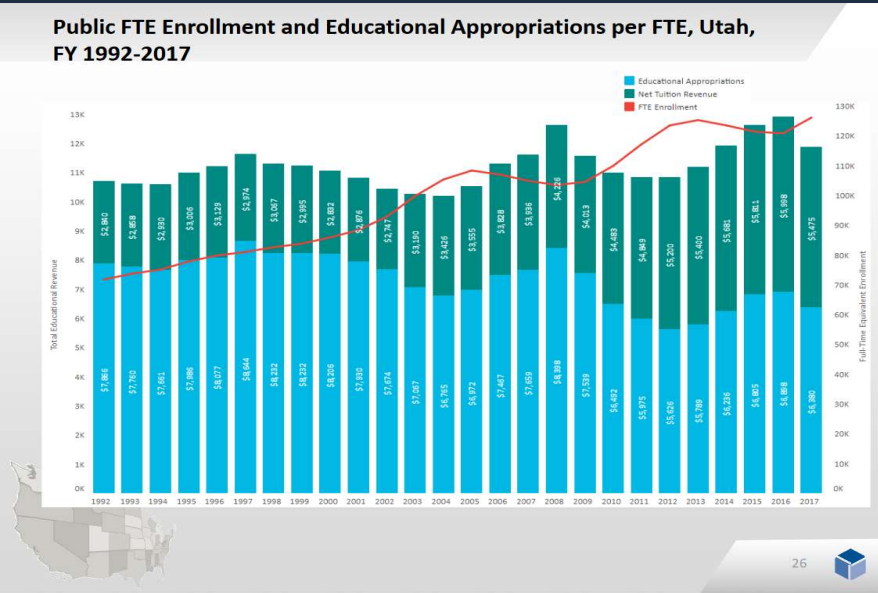
Budget Request Category	Board Request (Ongoing)	Legislative Appropriation* (Ongoing)
Compensation	\$26,162,039	\$29,887,900
Affordable Access	\$14,180,200	\$4,677,400
Timely Completion	\$15,366,287	\$3,800,000
Workforce & Research	\$10,019,800	\$7,050,000
Student Growth & Capacity	\$18,646,800	\$12,956,000
Performance Funding		\$31,500,000
ISF & O&M (Mandatory Costs)		\$6,268,900
Total	\$84,375,126	\$96,140,200

*The Legislative Appropriation has been aligned with the Board's broad budget categories, but may fund items not originally requested by the Board.

By the Numbers

Historic Tax and Tuition Funds per Student FTE

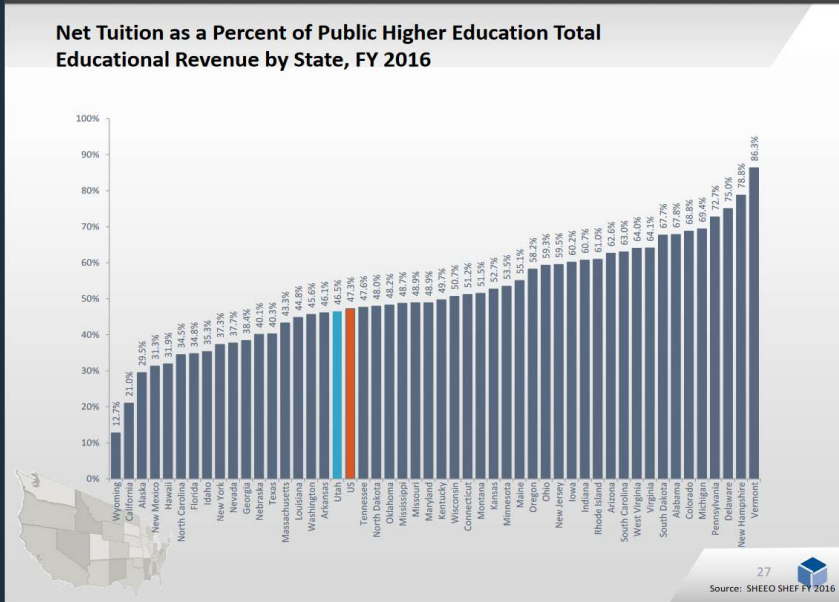
Public FTE Enrollment and Educational Appropriations per FTE, Utah, FY 1992-2017



By the Numbers

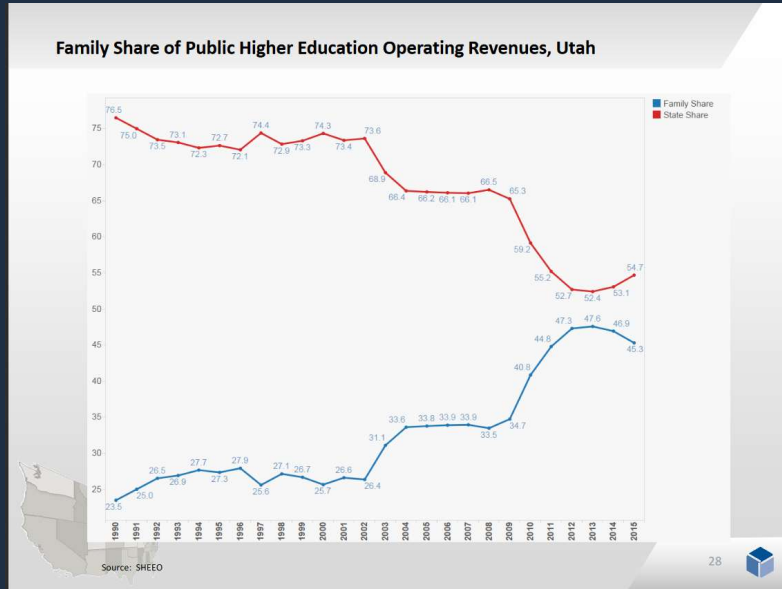
Net Tuition as a Percentage of Total Higher Ed Funding

Net Tuition as a Percent of Public Higher Education Total Educational Revenue by State, FY 2016



By the Numbers

Family Share of Public Higher Education Revenues



By the Numbers

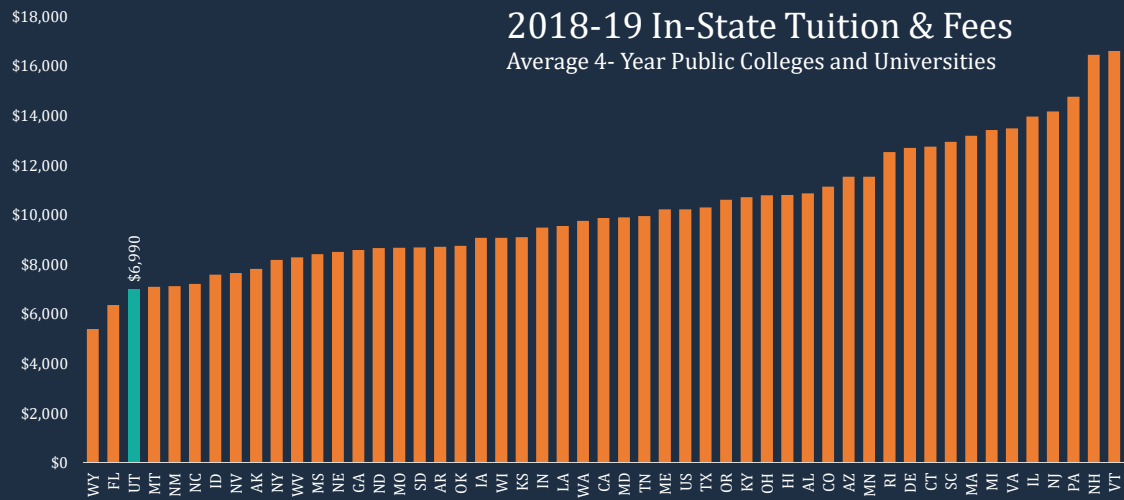
Historic Price Indices and Historic USHE Institution Tuition Increases

	13-14	14-15	15-16	16-17	17-18	18-19
CPI	1.6%	0.7%	0.7%	1.8%	2.3%	N/A
HEPI	3.0%	2.1%	1.8%	3.3%	2.8%	N/A
WICHE 4-year Resident	3.1%	2.3%	2.7%	1.6%	4.8%	2.0%
WICHE 2-year Resident	2.6%	1.4%	1.4%	1.8%	3.5%	2.1%

Institution	13-14	14-15	15-16	16-17	17-18	18-19
University of Utah	5.0%	5.8%	3.5%	3.9%	3.9%	3.9%
Utah State University	5.0%	3.4%	3.0%	3.5%	5.0%	3.9%
Weber State University	5.0%	4.0%	3.0%	3.5%	3.5%	2.5%
Southern Utah University	5.0%	4.0%	3.0%	3.5%	2.5%	1.5%
Snow College	5.0%	5.9%	3.0%	3.5%	2.5%	1.5%
Dixie State University	5.0%	4.2%	3.0%	5.0%	5.0%	3.5%
Utah Valley University	6.0%	4.0%	3.0%	3.5%	2.5%	1.5%
Salt Lake Community College	6.0%	4.0%	3.0%	3.5%	2.5%	1.5%

By the Numbers

National & Regional Comparisons

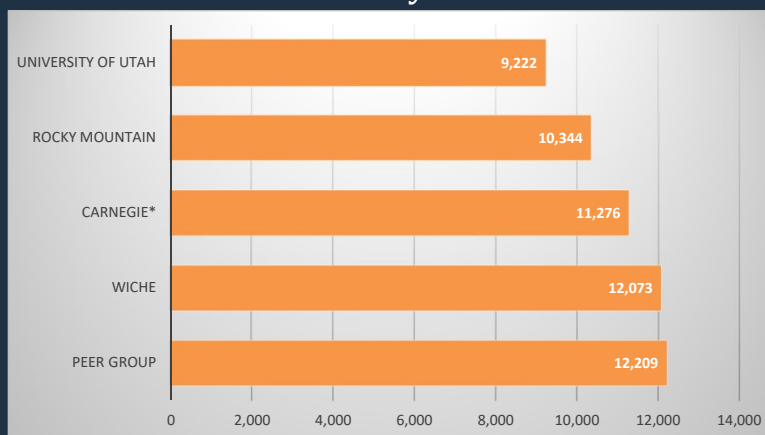


College Board, Trends in College Pricing (<https://trends.collegeboard.org/college-pricing/figures-tables/variation-published-prices#Published%20Tuition%20and%20Fees%20by%20Region%20and%20by%20State>)

By the Numbers

2018-19 Annual Undergraduate Resident Tuition & Fee Peer Comparisons

University of Utah

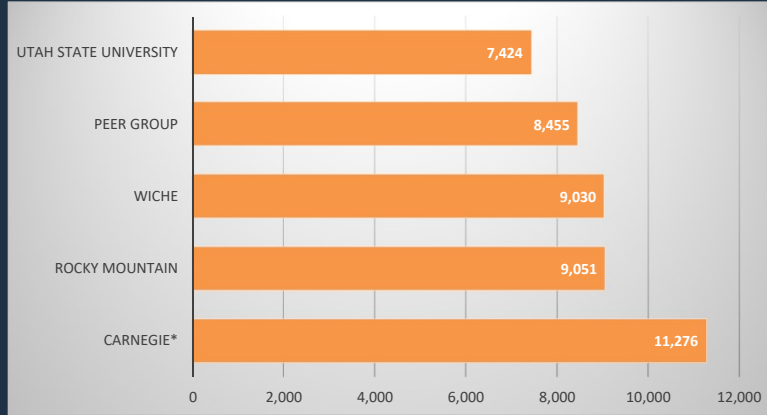


*Latest IPEDS data as of 2017-18

By the Numbers

2018-19 Annual Undergraduate Resident Tuition & Fee Peer Comparisons

Utah State University

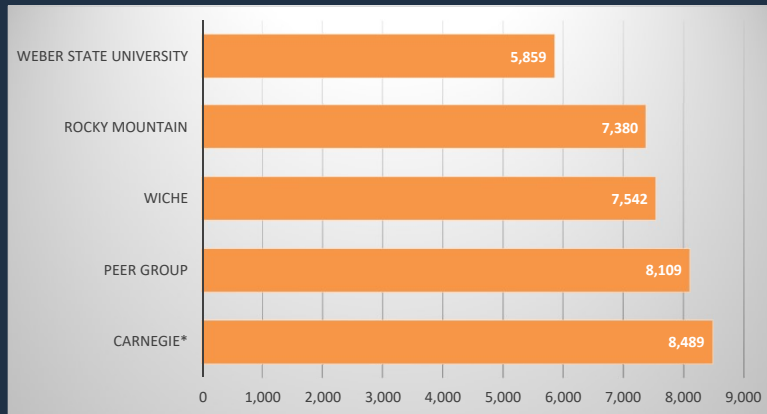


*Latest IPEDS data as of 2017-18

By the Numbers

2018-19 Annual Undergraduate Resident Tuition & Fee Peer Comparisons

Weber State University

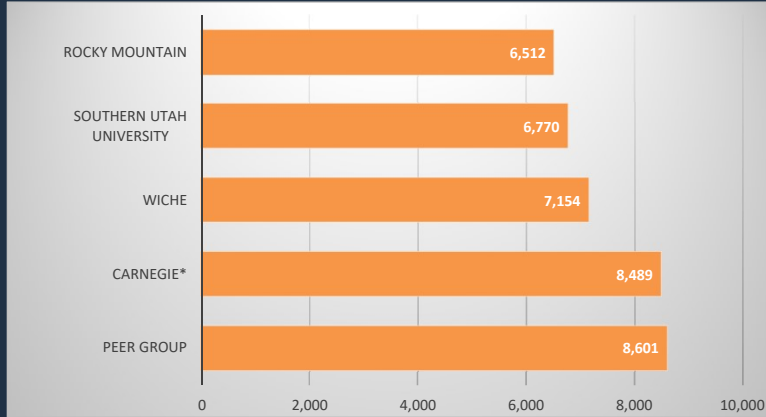


*Latest IPEDS data as of 2017-18

By the Numbers

2018-19 Annual Undergraduate Resident Tuition & Fee Peer Comparisons

Southern Utah University

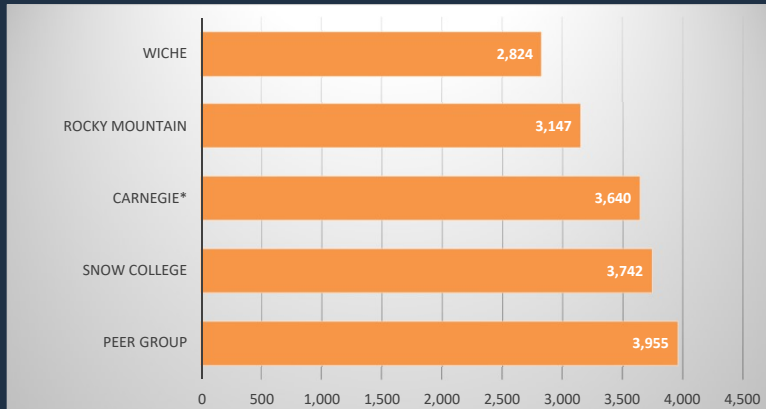


*Latest IPEDS data as of 2017-18

By the Numbers

2018-19 Annual Undergraduate Resident Tuition & Fee Peer Comparisons

Snow College

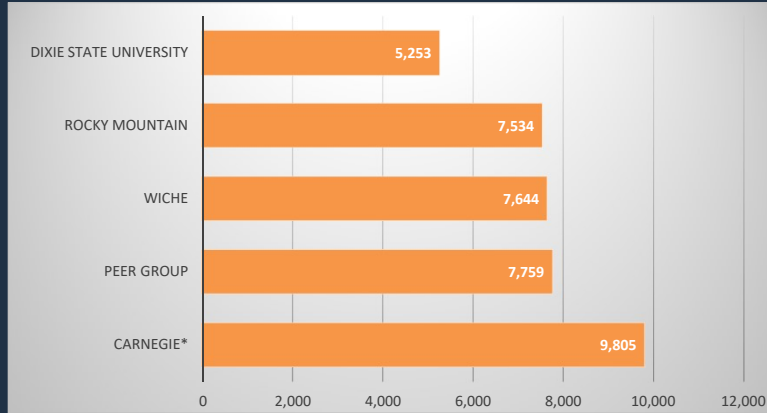


*Latest IPEDS data as of 2017-18

By the Numbers

2018-19 Annual Undergraduate Resident Tuition & Fee Peer Comparisons

Dixie State University

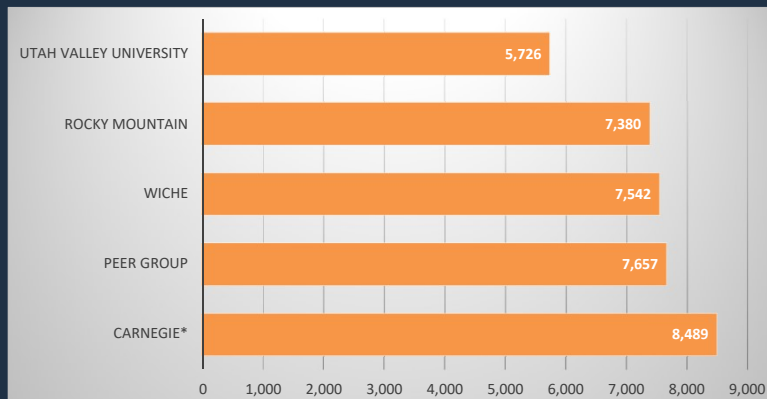


*Latest IPEDS data as of 2017-18

By the Numbers

2018-19 Annual Undergraduate Resident Tuition & Fee Peer Comparisons

Utah Valley University

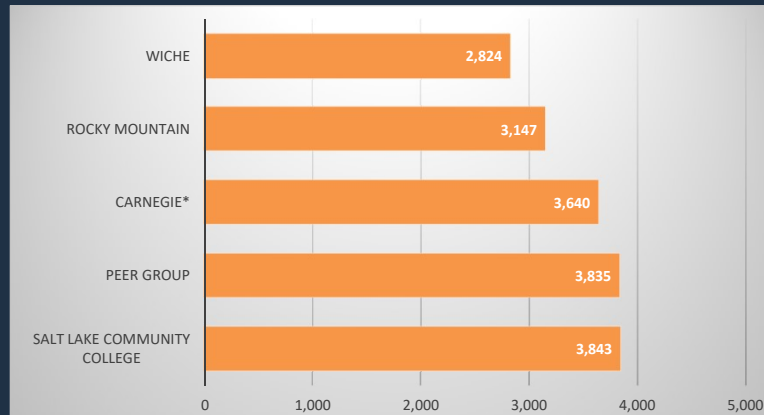


*Latest IPEDS data as of 2017-18

By the Numbers

2018-19 Annual Undergraduate Resident Tuition & Fee Peer Comparisons

Salt Lake Community College



*Latest IPEDS data as of 2017-18

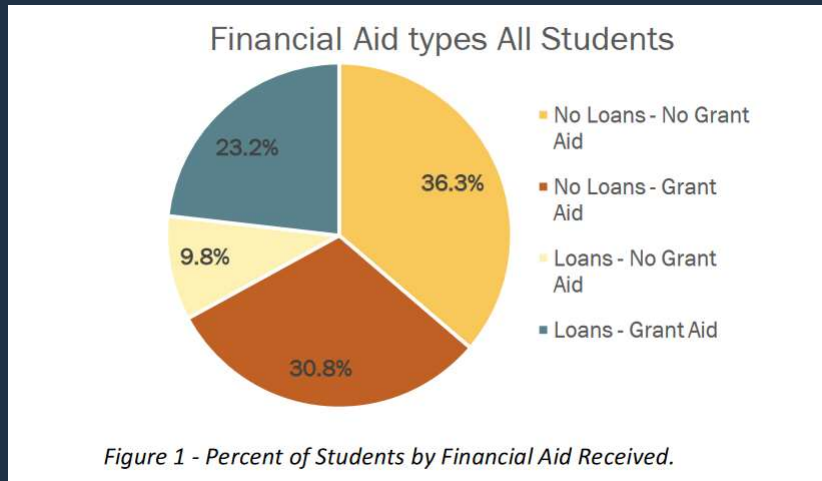
By the Numbers

Institution Costs

Institution	FY 18 % Tuition Funded	FY18 Total Cost per Award	FY18 Average Annual Total Cost per FTE
University of Utah	51%	61,982	17,851
Utah State University	43%	45,969	14,203
Weber State University	47%	29,628	11,011
Southern Utah University	54%	35,323	11,273
Snow College	33%	32,216	9,319
Dixie State University	48%	32,170	9,768
Utah Valley University	56%	39,596	10,364
Salt Lake Community College	38%	27,204	10,132
USHE System Average	49%	41,655	12,911

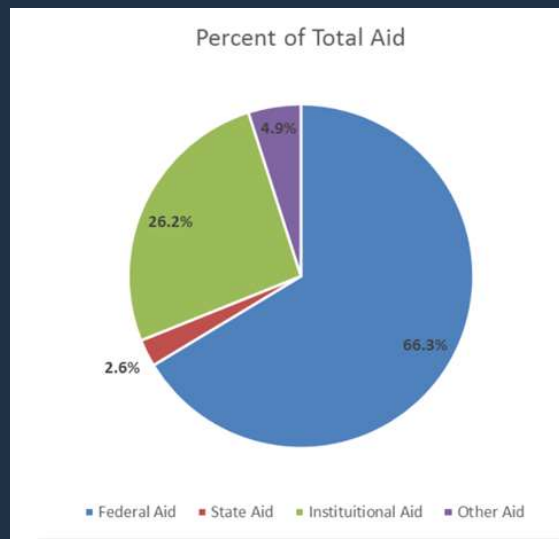
By the Numbers

Student Financial Aid Availability (FY14-15)



By the Numbers

Types of Student Financial Aid Availability (FY14-15)



By the Numbers

Student Financial Aid Awarded (FY2017-18)

For 2020 the annual Federal Pell Grant will increase \$100 to \$6195 (a 1.64% increase)

Federal Financial Aid

- 57,594 students received Pell Grants (\$223,390,405)
- 10,845 students participated in Perkins loans, federal work study, FSEOG and LEAP programs (\$13,350,441)

Institution Aid

- Resident waivers \$51,096,119
- Non-resident waivers \$87,379,434
- Need-based tuition scholarships \$5,167,952

State Aid Programs

- Ed Disadvantage scholarships \$645,913
- TH Bell Teacher Loans \$1,781,791
- Engineering and CS Scholarships \$51,534
- Vet Gap \$128,049

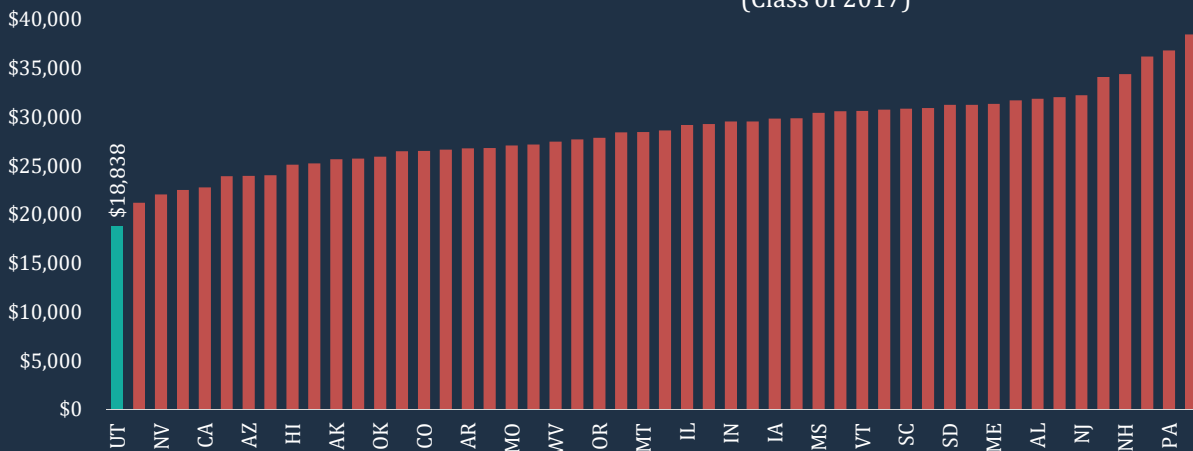
Private Scholarships

- The Commissioner's Office does not currently have access to or collect this information

By the Numbers

Student Debt Loads

Average Student Debt of Those with Loans at Graduation (Class of 2017)

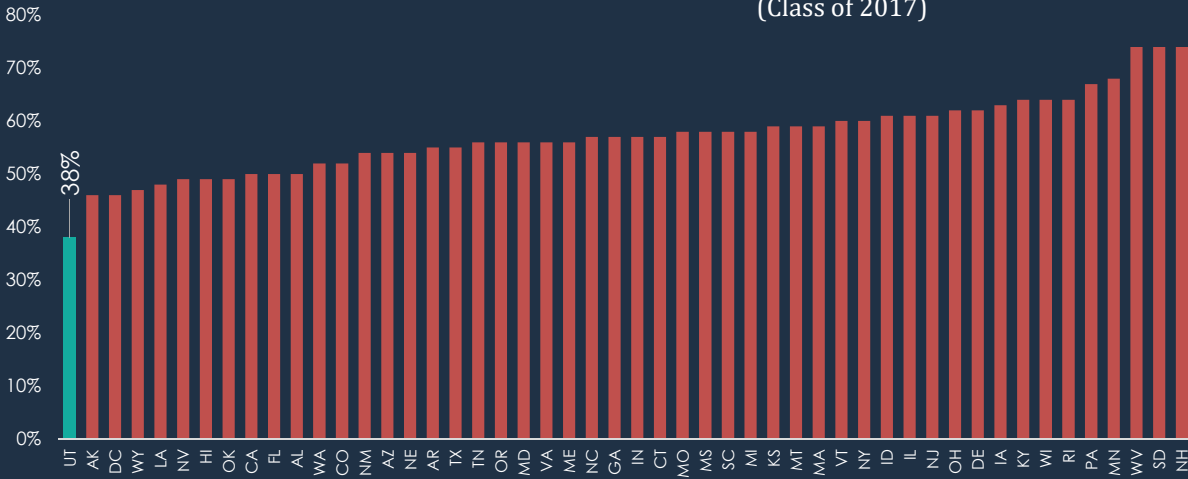


The Institute for College Access & Success, Project on Student Debt (<https://ticas.org/posd/map-state-data#>)

By the Numbers

Student Debt Levels

% who Graduate with Debt
(Class of 2017)



The Institute for College Access & Success, Project on Student Debt (<https://ticas.org/posd/map-state-data#>)

Alternative Scenario 1

Freeze Tuition at FY 2019 Rates

0% Increase for each USHE institution

- Would require institutions reallocate existing resources to address the legislative compensation and ISF Rate Match and other institution priorities

Alternative Scenario 2

Legislative Dedicated Credits Increase: Minimum tuition increase to cover required legislative matches

Institution	FY 19 Tuition Base Budget	FY20 Legislative Dedicated Credits Increase*	Estimated FY 20 Minimum Tuition Increase
University of Utah	\$327,179,000	\$4,083,376	1.25%
Utah State University	154,226,000	1,948,875	1.26%
Logan	123,318,000	1,685,742	1.37%
Eastern	3,150,000	80,267	2.55%
Uintah Basin	4,030,000	47,538	1.18%
Brigham City	12,986,000	55,152	0.42%
Tooele	9,412,000	56,864	0.60%
Blanding	1,330,000	23,313	1.75%
Weber State University	75,173,179	1,001,337	1.33%
Southern Utah University	48,208,000	524,585	1.09%
Snow College	11,856,090	210,195	1.77%
Dixie State University	32,765,000	423,249	1.29%
Utah Valley University	134,092,000	1,609,647	1.20%
Salt Lake Community College	58,496,500	878,793	1.50%

*Legislative Dedicated Credits increase used to cover institution share of the compensation package and Internal Service Fund rate changes

Alternative Scenario 3

Regent Affordability Metric: Increase Tuition to Board Approved Threshold of State's Median Household Income

Institution	State Median Household Income	Board Approved Threshold	FY 19 Published Tuition & Fees	Current % of Household Income	\$ Increase to Threshold	Max % Proposed Change
University of Utah	\$62,518	15%	9,222	14.8%	156	1.7%
Utah State University	\$62,518	15%	7,424	11.9%	1,954	26.3%
Weber State University	\$62,518	10%	5,859	9.4%	393	6.7%
Southern Utah University	\$62,518	10%	6,770	10.8%	-518	-7.7%
Snow College	\$62,518	7%	3,742	6.0%	634	16.9%
Dixie State University	\$62,518	10%	5,253	8.4%	999	19.0%
Utah Valley University	\$62,518	10%	5,726	9.2%	526	9.2%
Salt Lake Community College	\$62,518	7%	3,843	6.1%	533	13.9%
Utah State University – USU Eastern	\$62,518	7%	3,896	6.2%	480	12.3%

Institution Proposals

Impact of 2020 Institution Proposed Tuition and Student Fee Increases

USHE Institution	2018-19 Tuition and Fees	Student Fee \$ Increase Proposal	Student Fee % Increase	Tuition \$ Increase Proposal	Institution % Tuition Proposal	Proposed 2019-20 Tuition & Fees	Total Annual Student \$ Impact	Total % Increase
Utah	\$9,222	\$22.00	1.8%	\$256	3.2%	\$9,500	\$278	3.0%
USU	\$7,424	\$25.78	2.4%	\$206	3.25%	\$7,655.78	\$231.78	3.12%
WSU	\$5,859	\$29.02	3.0%	\$98	2.0%	\$6,022	\$127.02	2.17%
SUU	\$6,770	\$0.00	0.0%	\$0	0.0%	\$6,770	\$0	0.0%
SNOW	\$3,742	\$10.00	2.4%	\$83	2.5%	\$3,835	\$93	2.48%
DSU	\$5,253	\$21.00	2.6%	\$223	5.0%	\$5,497	\$244	4.64%
UVU	\$5,726	\$8.00	1.2%	\$86	1.7%	\$5,820	\$94	1.64%
SLCC	\$3,843	\$18.00	3.8%	\$67	2.0%	\$3,928	\$85	2.21%
USU – Eastern	\$3,896	\$0.00	0.0%	\$163.63	4.2%	\$4059.63	\$163.63	4.19%

Summary

Review of FY20 Tuition Increase Scenarios and Institution Proposals

USHE Institution	Pell Grant %	Scenario 1 Freeze	Scenario 2 Legislative Match	Scenario 3 Regent Metric Max	Institution Tuition Proposal
Utah	1.64%	0%	1.25%	1.7%	3.2%
USU	1.64%	0%	1.26%	26.3%	3.25%
WSU	1.64%	0%	1.33%	6.7%	2.0%
SUU	1.64%	0%	1.09%	-7.7%	0.0%
SNOW	1.64%	0%	1.77%	16.9%	2.5%
DSU	1.64%	0%	1.29%	19.0%	5.0%
UVU	1.64%	0%	1.20%	9.2%	1.7%
SLCC	1.64%	0%	1.50%	13.9%	2.0%
USU - Eastern	1.64%	0%	2.55%	12.3%	4.2%

Questions?

UTAH SYSTEM OF
HIGHER EDUCATION



R510, Tuition¹

R510-1. Purpose: To establish a tuition policy for the Utah System of Higher Education (USHE) including identification of authorized tuition models and other tuition charges.

R510-2. References

- 2.1. Utah Code §53B-7-101 (Combined Requests for Appropriations)
- 2.2. Federal Higher Education Act, 20 USC 1091b (Institutional Refunds)
- 2.3. State Board of Regents Policy, R511 (Tuition Disclosures and Consultation)

R510-3. Setting Tuition

- 3.1. The Board of Regents shall set tuition, fees, and charges for each institution at levels necessary to meet budget requirements.
- 3.2. The president of each USHE institution, in consultation with their Board of Trustees and student body leadership, may recommend institutional tuition rate adjustments to the Board of Regents for review and action. Presidents who wish to adjust their institution's tuition rate must submit a formal proposal to the Board of Regents that includes the following:
 - 3.2.1. The total tuition adjustment in both dollars and percentage increase or decrease;
 - 3.2.2. A detailed list of how the institution plans to use the additional tuition revenue, which may include tuition adjustments required to meet Legislative funding matches for compensation and internal service fees, faculty promotion and tenure adjustments, and other operating needs identified by the institution;
 - 3.2.3. The anticipated impact of the proposed tuition adjustment on student access, retention, and completion rates;
 - 3.2.4. Rationale and justification for why the tuition rate adjustment is necessary, including reference to the institution's efforts to fund the proposed uses with existing resources, through internal reallocation, or institutional efficiencies;
 - 3.2.5. Documentation which shows support from the Board of Trustees; and
 - 3.2.6. Documentation which shows students were advised of proposed tuition rates through Truth-in-tuition Hearings and Student Body Leadership Councils.

¹ Approved October 24, 1986; amended June 19, 1987, August 7, 1987, July 27, 1990, March 21, 1992, September 18, 1992, November 6, 1992, September 24, 1993, September 23, 1994, November 4, 1994, June 23, 1995, November 3, 1995, August 1, 1996, September 11, 1997, November 13, 1998, January 21, 2000, March 17, 2000, March 16, 2001, March 14, 2002, July 2, 2002 and December 14, 2007, January 11, 2012, November 16, 2012, May 16, 2014 and November 16, 2018.

3.3. The Board shall include its projected tuition rates in its unified budget proposal to the Legislature.

3.4. In the first Board of Regents meeting following the legislative session, the Board shall vote on final proposed tuition adjustments, if any.

3.5. Tuition changes approved by the Board take effect for the subsequent semester.

R510-4. Annual Review

4.1. The Board shall annually review price competitive tuition data including: comparisons with national and regional tuition and fee data, institutional cost data, median income statistics, average student debt load data, general and course fee data, and other affordability factors the Board identifies to determine if tuition adjustments are necessary to maintain fairness and price competitiveness.

4.2. Under the direction of the Regent Audit Subcommittee, the USHE internal auditor will select one or more institution's tuition adjustment proposals to verify accuracy, integrity, and reliability of the data provided to the Board of Regents at the end of the associated fiscal year.

R510-5. Tuition Cost Ratios

5.1. **Resident/Nonresident Tuition Cost Ratios:** Undergraduate nonresident tuition shall be set at no less than three times the institutional undergraduate resident tuition rate. The Board may grant exceptions on a case-by-case basis.

5.2. **Graduate/Undergraduate Tuition Cost Ratios:** Tuition for resident and nonresident graduate students will be set at no less than 110 percent of tuition for undergraduate students.

R510-6. Authorized Tuition Models

6.1. Institutions may use either one of the following tuition models:

6.1.1. A Linear Tuition Model in which the incremental tuition charge per student credit hour is the same without regard to the number of hours for which a student is enrolled.

6.1.2. A Plateau Model in which students carrying a defined full-time load are charged a uniform rate within a defined range of credit hours. Tuition per credit hour between one credit hour and the beginning of the plateau range shall increase in linear increments. Students enrolled for credit hours beyond the plateau range shall be charged at the same rate-per-credit-hour as the credit hours preceding the plateau range. The plateau, may be any range between 10 and 20 credit hours.

R510-7. Other Tuition Charges

7.1. **Registration Costs:** Registration costs shall be included in tuition, not assessed as a separate fee category.

7.2. Online Tuition: The Board may authorize alternative tuition schedules for online courses on a case by case basis.

7.3. Differential Tuition: The Board may authorize differential tuition schedules for programs on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal shall be approved by the Board. The institution shall use increased revenues from the differential tuition rate to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

7.3.1. The student and workforce demand for the program;

7.3.2. The impact of differential tuition rates on student access and retention;

7.3.3. The tuition rates of comparable programs at other institutions; and

7.3.4. The potential earnings capacity of program graduates.

7.4. Apprenticeship Programs: Tuition for courses offered specifically for apprenticeship programs shall be at least one-half the tuition for other credit courses at the institution, but shall not exceed regular tuition rates.

7.5. Non-Credit Programs: Short-term intensive training (STIT) funds are appropriated by the Legislature to each participating USHE institution. Tuition for non-credit CTE programs funded with STIT dollars will be established by each institution at a level sufficient to cover program costs and in accordance with USHE guidelines and legislative intent.

7.6. Other Non-Credit Instruction: Tuition for other non-credit programs and courses shall be established by each USHE institution. The total of all available funds, including tuition, shall be sufficient to pay the total direct cost of providing such programs and courses, in the aggregate, for the institution.

7.7. Summer School: Institutions may reduce tuition rates for summer school students to incentivize students to attend during summer semesters.

7.8. Contract Credit Courses: Charges for credit courses provided under contract to outside agencies shall be at least sufficient to pay the total direct costs of providing such courses, in the aggregate for the institution.

7.9. Continuing Education Credit Enrollments: Students enrolled in Continuing Education credit courses other than contract courses shall be assessed tuition at no less than the regular charge per credit hour.

7.10. Medicine and Law: The Board will consider tuition for Medicine and Law programs separate from other programs.

7.11. Course Audit Registrations: Students must register to audit any class. Such audit hours will be part of their total load and they shall pay tuition at the same rate as paid by students registering for credit in the course.

7.12. Correction Facility Program Tuition: Reduced tuition for programs provided to inmates at state correctional facilities will be considered separately. The State Board of Education advisory council overseeing corrections education and recidivism reduction issues will determine inmate eligibility for participation in Board of Regents authorized tuition reductions.

Section 1: Appropriated Instructional Expense Budgets Financial Overview								
	Actual FY18 Expenses	Est. FY19 Expenses (+5%)	Cost per FY18 Annualized Total Headcount	Cost per FY18 Annualized Student FTE	Cost per FY18 Total Awards	Est. Cost per FY19 Total Headcount (+2%)	Est. Cost per Est. FY19 Student FTE (+2%)	Est. Cost per FY19 Total Awards (+2%)
Tax Funds	282,906,100	297,051,405	7,325	9,217.15	32,881	7,472	9,401	33,538
Tuition Funds	323,101,205	339,256,265	8,366	10,527	37,552	8,533	10,737	38,303
Other Funds	5,610,335	5,890,852	145	183	652	148	186	665
Total All Instructional Lines	611,617,640	642,198,522	15,837	19,927	71,085	16,154	20,325	72,507
			38,620	30,693	8,604			

Section 2: New Year Appropriated Instructional Revenue Budgets Financial Overview (Post Legislative Session)							
Instructional Line Item	Est. FY19 Student FTE	Tax Funds	Tuition	Other	Total	% Share Tax Funds	% Share Tuition
Education & General	30,329	21,657,200	3,730,100	-	25,387,300	85%	15%
School of Medicine	1,337	3,284,800	328,200	-	3,613,000	91%	9%
School of Dentistry	205	1,577,200	25,700	-	1,602,900	98%	2%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Total Institution	31,871	26,519,200	4,084,000	-	30,603,200	87%	13%
Estimated Funds per FTE		832	128	-	960		

Section 3: Institution Budget Request vs. New Legislative Appropriations						
	Board Approved Budget Request			Legislative Outcomes		
	Tax Funds	Tuition	Total	Tax Funds	Tuition	Total
Compensation / ISF Rates	9,608,733	3,488,098	13,096,831	11,540,800	4,088,600	15,629,400
Institution Budget Request	8,500,000	-	8,500,000	10,015,100	-	10,015,100
Legislative Priorities	-	-	-	7,070,000	-	7,070,000
Other Non Instructional Funds	-	-	-	-	-	-
Total	18,108,733	3,488,098	21,596,831	28,625,900	4,088,600	32,714,500

% of Board Budget Request Funded	Total New Dollars	% Increase over Prior Year	Board's Goal
Legislative Approved Increase in Tuition Revenue	4,088,600	1.3%	
Legislative Approved Increase in Tax Funds	28,625,900	10.1%	
Total Increase	32,714,500	5.4%	5%

Section 4: Basic Tuition & Fee Information								
	FY18 Rate	FY19 Rate	\$ Increase	% Change	CPI	HEPI	WICHE	% of Median Household Income
Annual Undergraduate Resident Tuition & Fee Rate	8,824	9,222	398	4.5%	1.9%	2.8%	1.6%	14.8%

Section 5: Tuition and Fee Information Comparisons					
	Min Tuition	Average Tuition	Max Tuition	USHE School Rank	Number of Schools
WICHE Schools	7,277	12,073	14,402	19	21
Rocky Mountain Schools	7,277	10,344	12,532	6	8
Peer Group	7,633	12,428	19,080	9	11
Carnegie Classification	4,443	11,276	19,080	83	102

Sources:

Section 1: A-1 Actual E&G; USHE EOY Enrollment Report Table 6; Data Book Tab C Table 2; Data Book Tab B all degrees (table 2)

Section 2: Data Book Tab C Table 10; A-1 Budget

Section 3: Regents Approved Operating Budget Request; S-10 Budget; ISF Bill; LFA Legislative Action Worksheet

Section 4: Data Book Tab E Table 3; Bureau of Labor Statistics (January-December) Consumer Price Index; Higher Education Price Index; USHE Access Metric

Section 5: WICHE Tuition & Fees in Public Higher Education in the West; Data Book Tab E Table 8; IPEDS FY18 Tuition

Section 1: Appropriated Instructional Expense Budgets Financial Overview								
	Actual FY18 Expenses	Est. FY19 Expenses (+5%)	Cost per FY18 Annualized Total Headcount	Cost per FY18 Annualized Student FTE	Cost per FY18 Total Awards	Est. Cost per FY19 Total Headcount (+2%)	Est. Cost per Est. FY19 Student FTE (+2%)	Est. Cost per FY19 Total Awards (+2%)
Tax Funds	169,159,400	177,617,370	5,361	7,194.29	25,468	5,469	7,338	25,978
Tuition Funds	150,687,118	158,221,474	4,776	6,409	22,687	4,872	6,537	23,141
Other Funds	8,256,257	8,669,070	262	351	1,243	267	358	1,268
Total All Instructional Lines	328,102,775	344,507,914	10,399	13,954	49,398	10,607	14,233	50,386
			31,551	23,513	6,642	32,182		

Section 2: New Year Appropriated Instructional Revenue Budgets Financial Overview (Post Legislative Session)							
Instructional Line Item	Est. FY19 Student FTE	Tax Funds	Tuition	Other	Total	% Share Tax Funds	% Share Tuition
Education & General - Logan	17,735	12,344,500	1,686,000	-	14,030,500	88%	12%
Education & General - Eastern	1,056	2,400,200	80,300	-	2,480,500	97%	3%
Uintah	715	142,600	47,400	-	190,000	75%	25%
Brigham City	2,743	165,500	55,200	-	220,700	75%	25%
Tooele	1,415	170,500	56,900	-	227,400	75%	25%
Blanding	394	70,100	23,400	-	-	-	-
Instructional Line Item	-	-	-	-	-	0%	0%
Total Institution	24,058	15,293,400	1,949,200	-	17,242,600	89%	11%
Estimated Funds per FTE		636	81	-	717		

Section 3: Institution Budget Request vs. New Legislative Appropriations						
	Board Approved Budget Request			Legislative Outcomes		
	Tax Funds	Tuition	Total	Tax Funds	Tuition	Total
Compensation / ISF Rates	5,591,380	1,746,035	7,337,415	6,675,500	1,949,200	8,624,700
Institution Budget Request	4,300,000	-	4,300,000	6,321,400	-	6,321,400
Legislative Priorities	-	-	-	4,430,200	-	4,430,200
Other Non Instructional Funds	-	-	-	-	-	-
Total	9,891,380	1,746,035	11,637,415	17,427,100	1,949,200	19,376,300

% of Board Budget Request Funded	Total New Dollars	% Increase over Prior Year	Board's Goal
Legislative Approved Increase in Tuition Revenue	1,949,200	1.3%	
Legislative Approved Increase in Tax Funds	17,427,100	10.3%	
Total Increase	19,376,300	6.1%	5%

Section 4: Basic Tuition & Fee Information								
	FY18 Rate	FY19 Rate	\$ Increase	% Change	CPI	HEPI	WICHE	% of Median Household Income
Annual Undergraduate Resident Tuition & Fee Rate	7,175	7,424	249	3.5%	1.9%	2.8%	1.6%	11.9%

Section 5: Tuition and Fee Information Comparisons					
	Min Tuition	Average Tuition	Max Tuition	USHE School Rank	Number of Schools
WICHE Schools	5,400	9,030	18,964	12	15
Rocky Mountain Schools	5,400	9,051	18,964	6	9
Peer Group	4,596	8,713	11,707	8	11
Carnegie Classification	4,443	11,276	19,080	95	102

Sources:

Section 1: A-1 Actual E&G Logan,E&G Eastern,Uintah,Southeastern,Brigham City,Tooele,Blanding; USHE EOY Enrollment Report Table 6; Data Book Tab C Table 2; Data Book Tab B all degrees (table 2)

Section 2: Data Book Tab C Table 10; A-1 Budget

Section 3: Regents Approved Operating Budget Request; S-10 Budget; ISF Bill; LFA Legislative Action Worksheet

Section 4: Data Book Tab E Table 3; Bureau of Labor Statistics (January-December) Consumer Price Index; Higher Education Price Index; USHE Access Metric

Section 5: WICHE Tuition & Fees in Public Higher Education in the West; Data Book Tab E Table 8; IPEDS FY18 Tuition

Section 1: Appropriated Instructional Expense Budgets Financial Overview

	Actual FY18 Expenses	Est. FY19 Expenses (+5%)	Cost per FY18 Annualized Total Headcount	Cost per FY18 Annualized Student FTE	Cost per FY18 Total Awards	Est. Cost per FY19 Total Headcount (+2%)	Est. Cost per Est. FY19 Student FTE (+2%)	Est. Cost per FY19 Total Awards (+2%)
Tax Funds	83,037,300	87,189,165	2,745	4,595.57	15,434	2,800	4,687	15,743
Tuition Funds	75,016,488	78,767,312	2,480	4,152	13,944	2,530	4,235	14,222
Other Funds	-	-	-	-	-	-	-	-
Total All Instructional Lines	158,053,788	165,956,477	5,225	8,747	29,378	5,330	8,922	29,966
			30,248	18,069	5,380			

Section 2: New Year Appropriated Instructional Revenue Budgets Financial Overview (Post Legislative Session)

Instructional Line Item	Est. FY19 Student FTE	Tax Funds	Tuition	Other	Total	% Share Tax Funds	% Share Tuition
Education & General	17,987	7,979,500	954,600	-	8,934,100	89%	11%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Total Institution	17,987	7,979,500	954,600	-	8,934,100	89%	11%
Estimated Funds per FTE		444	53	-	497		

Section 3: Institution Budget Request vs. New Legislative Appropriations

	Board Approved Budget Request			Legislative Outcomes		
	Tax Funds	Tuition	Total	Tax Funds	Tuition	Total
Compensation / ISF Rates	2,495,397	912,003	3,407,400	2,882,600	954,600	3,837,200
Institution Budget Request	5,500,000	-	5,500,000	3,926,200	-	3,926,200
Legislative Priorities	-	-	-	1,179,100	-	1,179,100
Other Non Instructional Funds	-	-	-	-	-	-
Total	7,995,397	912,003	8,907,400	7,987,900	954,600	8,942,500

% of Board Budget Request Funded	Total New Dollars	% Increase over Prior Year	Board's Goal
Legislative Approved Increase in Tuition Revenue	954,600	1.3%	
Legislative Approved Increase in Tax Funds	7,987,900	9.6%	
Total Increase	8,942,500	5.7%	5%

Section 4: Basic Tuition & Fee Information

	FY18 Rate	FY19 Rate	\$ Increase	% Change	CPI	HEPI	WICHE	% of Median Household Income
Annual Undergraduate Resident Tuition & Fee Rate	5,712	5,859	147	2.6%	1.9%	2.8%	1.6%	9.4%

Section 5: Tuition and Fee Information Comparisons

	Min Tuition	Average Tuition	Max Tuition	USHE School Rank	Number of Schools
WICHE Schools	5,726	7,542	10,822	9	10
Rocky Mountain Schools	5,726	7,380	10,822	5	6
Peer Group	5,726	8,456	11,984	9	11
Carnegie Classification	2,082	8,489	16,149	238	246

Sources:

Section 1: A-1 Actual E&G; USHE EOY Enrollment Report Table 6; Data Book Tab C Table 2; Data Book Tab B all degrees (table 2)

Section 2: Data Book Tab C Table 10; A-1 Budget

Section 3: Regents Approved Operating Budget Request; S-10 Budget; ISF Bill; LFA Legislative Action Worksheet

Section 4: Data Book Tab E Table 3; Bureau of Labor Statistics (January-December) Consumer Price Index; Higher Education Price Index; USHE Access Metric

Section 5: WICHE Tuition & Fees in Public Higher Education in the West; Data Book Tab E Table 8; IPEDS FY18 Tuition

Section 1: Appropriated Instructional Expense Budgets Financial Overview								
	Actual FY18 Expenses	Est. FY19 Expenses (+5%)	Cost per FY18 Annualized Total Headcount	Cost per FY18 Annualized Student FTE	Cost per FY18 Total Awards	Est. Cost per FY19 Total Headcount (+2%)	Est. Cost per Est. FY19 Student FTE (+2%)	Est. Cost per FY19 Total Awards (+2%)
Tax Funds	38,106,300	40,011,615	3,234	4,624.55	16,167	3,299	4,717	16,491
Tuition Funds	44,976,160	47,224,968	3,817	5,458	19,082	3,893	5,567	19,464
Other Funds	-	-	-	-	-	-	-	-
Total All Instructional Lines	83,082,460	87,236,583	7,051	10,083	35,249	7,192	10,284	35,954
			11,783	8,240	2,357			

Section 2: New Year Appropriated Instructional Revenue Budgets Financial Overview (Post Legislative Session)							
Instructional Line Item	Est. FY19 Student FTE	Tax Funds	Tuition	Other	Total	% Share Tax Funds	% Share Tuition
Education & General	8,514	7,385,400	524,300	-	7,909,700	93%	7%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Total Institution	8,514	7,385,400	524,300	-	7,909,700	93%	7%
Estimated Funds per FTE		867	62	-	929		

Section 3: Institution Budget Request vs. New Legislative Appropriations																																		
	Board Approved Budget Request			Legislative Outcomes																														
	Tax Funds	Tuition	Total	Tax Funds	Tuition	Total																												
Compensation / ISF Rates	1,305,644	526,356	1,832,000	1,645,100	524,300	2,169,400																												
Institution Budget Request	4,497,987	-	4,497,987	4,444,300	-	4,444,300																												
Legislative Priorities	-	-	-	1,300,000	-	1,300,000																												
Other Non Instructional Funds	-	-	-	-	-	-																												
Total	5,803,631	526,356	6,329,987	7,389,400	524,300	7,913,700																												
<table border="0"> <tr> <td>% of Board Budget Request Funded</td> <td>Total New Dollars</td> <td>% Increase over Prior Year</td> <td>Board's Goal</td> <td colspan="3"></td> </tr> <tr> <td>Legislative Approved Increase in Tuition Revenue</td> <td>524,300</td> <td>1.2%</td> <td></td> <td colspan="3"></td> </tr> <tr> <td>Legislative Approved Increase in Tax Funds</td> <td>7,389,400</td> <td>19.4%</td> <td></td> <td colspan="3"></td> </tr> <tr> <td>Total Increase</td> <td>7,913,700</td> <td>9.5%</td> <td>5%</td> <td colspan="3"></td> </tr> </table>							% of Board Budget Request Funded	Total New Dollars	% Increase over Prior Year	Board's Goal				Legislative Approved Increase in Tuition Revenue	524,300	1.2%					Legislative Approved Increase in Tax Funds	7,389,400	19.4%					Total Increase	7,913,700	9.5%	5%			
% of Board Budget Request Funded	Total New Dollars	% Increase over Prior Year	Board's Goal																															
Legislative Approved Increase in Tuition Revenue	524,300	1.2%																																
Legislative Approved Increase in Tax Funds	7,389,400	19.4%																																
Total Increase	7,913,700	9.5%	5%																															

Section 4: Basic Tuition & Fee Information								
	FY18 Rate	FY19 Rate	\$ Increase	% Change	CPI	HEPI	WICHE	% of Median Household Income
Annual Undergraduate Resident Tuition & Fee Rate	6,676	6,770	94	1.4%	1.9%	2.8%	1.6%	10.8%

Section 5: Tuition and Fee Information Comparisons						
	Min Tuition	Average Tuition	Max Tuition	USHE School Rank	Number of Schools	
WICHE Schools	6,207	7,154	8,010	4	5	
Rocky Mountain Schools	6,207	6,512	6,816	1	2	
Peer Group	3,926	8,569	14,754	9	11	
Carnegie Classification	2,082	8,489	16,149	208	246	

Sources:

Section 1: A-1 Actual E&G; USHE EOY Enrollment Report Table 6; Data Book Tab C Table 2; Data Book Tab B all degrees (table 2)

Section 2: Data Book Tab C Table 10; A-1 Budget

Section 3: Regents Approved Operating Budget Request; S-10 Budget; ISF Bill; LFA Legislative Action Worksheet

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Section 5: WICHE Tuition & Fees in Public Higher Education in the West; Data Book Tab E Table 8; IPEDS FY18 Tuition

Section 1: Appropriated Instructional Expense Budgets Financial Overview								
	Actual FY18 Expenses	Est. FY19 Expenses (+5%)	Cost per FY18 Annualized Total Headcount	Cost per FY18 Annualized Student FTE	Cost per FY18 Total Awards	Est. Cost per FY19 Total Headcount (+2%)	Est. Cost per Est. FY19 Student FTE (+2%)	Est. Cost per FY19 Total Awards (+2%)
Tax Funds	22,449,200	23,571,660	4,027	5,734.15	21,279	4,108	5,849	21,704
Tuition Funds	11,518,971	12,094,920	2,067	2,942	10,918	2,108	3,001	11,137
Other Funds	-	-	-	-	-	-	-	-
Total All Instructional Lines	33,968,171	35,666,580	6,094	8,676	32,197	6,216	8,850	32,841
			5,574	3,915	1,055			

Section 2: New Year Appropriated Instructional Revenue Budgets Financial Overview (Post Legislative Session)							
Instructional Line Item	Est. FY19 Student FTE	Tax Funds	Tuition	Other	Total	% Share Tax Funds	% Share Tuition
Education & General	4,285	1,918,950	210,100	-	2,129,050	90%	10%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Total Institution	4,285	1,918,950	210,100	-	2,129,050	90%	10%
Estimated Funds per FTE		448	49	-	497		

Section 3: Institution Budget Request vs. New Legislative Appropriations						
	Board Approved Budget Request			Legislative Outcomes		
	Tax Funds	Tuition	Total	Tax Funds	Tuition	Total
Compensation / ISF Rates	588,325	191,871	780,196	696,000	210,100	906,100
Institution Budget Request	1,225,000	-	1,225,000	1,212,250	-	1,212,250
Legislative Priorities	-	-	-	50,000	-	50,000
Other Non Instructional Funds	-	-	-	-	-	-
Total	1,813,325	191,871	2,005,196	1,958,250	210,100	2,168,350

% of Board Budget Request Funded	Total New Dollars	% Increase over Prior Year	Board's Goal
Legislative Approved Increase in Tuition Revenue	210,100	1.8%	
Legislative Approved Increase in Tax Funds	1,958,250	8.7%	
Total Increase	2,168,350	6.4%	5%

Section 4: Basic Tuition & Fee Information								
	FY18 Rate	FY19 Rate	\$ Increase	% Change	CPI	HEPI	WICHE	% of Median Household Income
Annual Undergraduate Resident Tuition & Fee Rate	3,692	3,742	50	1.4%	1.9%	2.8%	1.6%	6.0%

Section 5: Tuition and Fee Information Comparisons					
	Min Tuition	Average Tuition	Max Tuition	USHE School Rank	Number of Schools
WICHE Schools	968	2,824	7,710	90	255
Rocky Mountain Schools	968	3,147	5,541	23	78
Peer Group	2,115	4,075	5,442	7	10
Carnegie Classification	962	3,640	14,616	477	935

Sources:

Section 1: A-1 Actual E&G; USHE EOY Enrollment Report Table 6; Data Book Tab C Table 2; Data Book Tab B all degrees (table 2)

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Section 1: Appropriated Instructional Expense Budgets Financial Overview								
	Actual FY18 Expenses	Est. FY19 Expenses (+5%)	Cost per FY18 Annualized Total Headcount	Cost per FY18 Annualized Student FTE	Cost per FY18 Total Awards	Est. Cost per FY19 Total Headcount (+2%)	Est. Cost per Est. FY19 Student FTE (+2%)	Est. Cost per FY19 Total Awards (+2%)
Tax Funds	35,039,300	36,791,265	3,393	4,801.22	17,227	3,461	4,897	17,571
Tuition Funds	31,663,684	33,246,868	3,066	4,339	15,567	3,128	4,425	15,879
Other Funds	-	-	-	-	-	-	-	-
Total All Instructional Lines	66,702,984	70,038,133	6,460	9,140	32,794	6,589	9,323	33,450
			10,326	7,298	2,034			

Section 2: New Year Appropriated Instructional Revenue Budgets Financial Overview (Post Legislative Session)							
Instructional Line Item	Est. FY19 Student FTE	Tax Funds	Tuition	Other	Total	% Share Tax Funds	% Share Tuition
Education & General	8,025	4,912,500	423,000	-	5,335,500	92%	8%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Total Institution	8,025	4,912,500	423,000	-	5,335,500	92%	8%
Estimated Funds per FTE		612	53	-	665		

Section 3: Institution Budget Request vs. New Legislative Appropriations							
	Board Approved Budget Request			Legislative Outcomes			Total
	Tax Funds	Tuition	Total	Tax Funds	Tuition	Total	
Compensation / ISF Rates	1,112,679	432,218	1,544,897	1,270,700	423,400	1,694,100	
Institution Budget Request	4,450,000	-	4,450,000	1,624,400	-	1,624,400	
Legislative Priorities	-	-	-	1,371,300	-	1,371,300	
Other Non Instructional Funds	-	-	-	-	-	-	
Total	5,562,679	432,218	5,994,897	4,266,400	423,400	4,689,800	

% of Board Budget Request Funded	Total New Dollars	% Increase over Prior Year	Board's Goal
Legislative Approved Increase in Tuition Revenue	423,400	1.3%	
Legislative Approved Increase in Tax Funds	4,266,400	12.2%	
Total Increase	4,689,800	7.0%	5%

Section 4: Basic Tuition & Fee Information								
	FY18 Rate	FY19 Rate	\$ Increase	% Change	CPI	HEPI	WICHE	% of Median Household Income
Annual Undergraduate Resident Tuition & Fee Rate	5,080	5,253	173	3.4%	1.9%	2.8%	1.6%	8.4%

Section 5: Tuition and Fee Information Comparisons						
	Min Tuition	Average Tuition	Max Tuition	USHE School Rank	Number of Schools	
WICHE Schools	5,253	7,644	10,408	22	22	
Rocky Mountain Schools	5,253	7,534	10,408	11	11	
Peer Group	5,253	7,981	16,740	11	11	
Carnegie Classification	2,083	9,805	18,214	24	25	

Sources:

Section 1: A-1 Actual E&G; USHE EOY Enrollment Report Table 6; Data Book Tab C Table 2; Data Book Tab B all degrees (table 2)

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Section 1: Appropriated Instructional Expense Budgets Financial Overview								
	Actual FY18 Expenses	Est. FY19 Expenses (+5%)	Cost per FY18 Annualized Total Headcount	Cost per FY18 Annualized Student FTE	Cost per FY18 Total Awards	Est. Cost per FY19 Total Headcount (+2%)	Est. Cost per Est. FY19 Student FTE (+2%)	Est. Cost per FY19 Total Awards (+2%)
Tax Funds	106,864,000	112,207,200	2,640	4,038.09	17,565	2,693	4,119	17,916
Tuition Funds	134,545,162	141,272,420	3,324	5,084	22,115	3,390	5,186	22,557
Other Funds	-	-	-	-	-	-	-	-
Total All Instructional Lines	241,409,162	253,479,620	5,964	9,122	39,679	6,083	9,305	40,473
			40,481	26,464	6,084			

Section 2: New Year Appropriated Instructional Revenue Budgets Financial Overview (Post Legislative Session)							
Instructional Line Item	Est. FY19 Student FTE	Tax Funds	Tuition	Other	Total	% Share Tax Funds	% Share Tuition
Education & General	29,059	12,658,900	1,580,700	-	14,239,600	89%	11%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Total Institution	29,059	12,658,900	1,580,700	-	14,239,600	89%	11%
Estimated Funds per FTE		436	54	-	490		

Section 3: Institution Budget Request vs. New Legislative Appropriations						
	Board Approved Budget Request			Legislative Outcomes		
	Tax Funds	Tuition	Total	Tax Funds	Tuition	Total
Compensation / ISF Rates	3,891,453	1,454,528	5,345,981	4,602,000	1,580,700	6,182,700
Institution Budget Request	7,349,100	-	7,349,100	6,594,800	-	6,594,800
Legislative Priorities	-	-	-	1,466,900	-	1,466,900
Other Non Instructional Funds	-	-	-	-	-	-
Total	11,240,553	1,454,528	12,695,081	12,663,700	1,580,700	14,244,400
% of Board Budget Request Funded		Total New Dollars	% Increase over Prior Year	Board's Goal		
Legislative Approved Increase in Tuition Revenue		1,580,700	1.2%			
Legislative Approved Increase in Tax Funds		12,663,700	11.9%			
Total Increase		14,244,400	5.9%	5%		

Section 4: Basic Tuition & Fee Information								
	FY18 Rate	FY19 Rate	\$ Increase	% Change	CPI	HEPI	WICHE	% of Median Household Income
Annual Undergraduate Resident Tuition & Fee Rate	5,642	5,726	84	1.5%	1.9%	2.8%	1.6%	9.2%

Section 5: Tuition and Fee Information Comparisons						
	Min Tuition	Average Tuition	Max Tuition	USHE School Rank	Number of Schools	
WICHE Schools	5,726	7,542	10,822	10	10	
Rocky Mountain Schools	5,726	7,380	10,822	6	6	
Peer Group	5,726	8,155	11,984	10	10	
Carnegie Classification	2,082	8,489	16,149	239	246	

Sources:

Section 1: A-1 Actual E&G; USHE EOY Enrollment Report Table 6; Data Book Tab C Table 2; Data Book Tab B all degrees (table 2)

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Section 1: Appropriated Instructional Expense Budgets Financial Overview

	Actual FY18 Expenses	Est. FY19 Expenses (+5%)	Cost per FY18 Annualized Total Headcount	Cost per FY18 Annualized Student FTE	Cost per FY18 Total Awards	Est. Cost per FY19 Total Headcount (+2%)	Est. Cost per Est. FY19 Student FTE (+2%)	Est. Cost per FY19 Total Awards (+2%)
Tax Funds	89,196,600	93,656,430	2,441	5,051.06	15,693	2,489	5,152	16,006
Tuition Funds	57,583,333	60,462,500	1,576	3,261	10,131	1,607	3,326	10,333
Other Funds	-	-	-	-	-	-	-	-
Total All Instructional Lines	146,779,933	154,118,930	4,016	8,312	25,823	4,097	8,478	26,340
			36,546	17,659	5,684			

Section 2: New Year Appropriated Instructional Revenue Budgets Financial Overview (Post Legislative Session)

Instructional Line Item	Est. FY19 Student FTE	Tax Funds	Tuition	Other	Total	% Share Tax Funds	% Share Tuition
Education & General	17,740	6,783,400	846,700	-	7,630,100	89%	11%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Instructional Line Item	-	-	-	-	-	0%	0%
Total Institution	17,740	6,783,400	846,700	-	7,630,100	89%	11%
Estimated Funds per FTE		382	48	-	430		

Section 3: Institution Budget Request vs. New Legislative Appropriations

	Board Approved Budget Request			Legislative Outcomes		
	Tax Funds	Tuition	Total	Tax Funds	Tuition	Total
Compensation / ISF Rates	2,369,122	785,227	3,154,349	2,750,000	846,700	3,596,700
Institution Budget Request	5,246,000	-	5,246,000	4,155,800	-	4,155,800
Legislative Priorities	-	-	-	60,000	-	60,000
Other Non Instructional Funds	-	-	-	-	-	-
Total	7,615,122	785,227	8,400,349	6,965,800	846,700	7,812,500
% of Board Budget Request Funded		Total New Dollars	% Increase over Prior Year	Board's Goal		
Legislative Approved Increase in Tuition Revenue		846,700	1.5%			
Legislative Approved Increase in Tax Funds		6,965,800	7.8%			
Total Increase		7,812,500	5.3%	5%		

Section 4: Basic Tuition & Fee Information

	FY18 Rate	FY19 Rate	\$ Increase	% Change	CPI	HEPI	WICHE	% of Median Household Income
Annual Undergraduate Resident Tuition & Fee Rate	3,781	3,843	62	1.6%	1.9%	2.8%	1.6%	6.1%

Section 5: Tuition and Fee Information Comparisons

	Min Tuition	Average Tuition	Max Tuition	USHE School Rank	Number of Schools
WICHE Schools	968	2,824	7,710	88	255
Rocky Mountain Schools	968	3,147	5,541	21	78
Peer Group	1,104	3,910	10,830	5	11
Carnegie Classification	962	3,640	14,616	457	935

Sources:

Section 1: A-1 Actual E&G; USHE EOY Enrollment Report Table 6; Data Book Tab C Table 2; Data Book Tab B all degrees (table 2)

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Utah System of Higher Education



FORM R-4: 2019-20 PROPOSED NEW TUITION REVENUE

Due Date: March 15, 2019

Truth-in-Tuition Hearing: March 19, 2019

Presidents Cabinet Review: March 20, 2019

Institution: University of Utah

Student Leadership Review: March 12, 2019

Trustees Approval: March 12, 2019

Prepared by: Sandy Hughes

Line Item	Current Year Tuition Budget
Education & General	\$298,000,000

Option 1 - Institution Proposed - Increase other than options 2, 3 or 4

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
25% of 2.5% Compensation Increase/ISF	\$3,746,100	\$124	1.26%
Equity/Merit Salary Issues	\$2,310,300	\$76	0.78%
Critical Investments in Student Success	\$1,268,400	\$42	0.43%
Campus Safety Education & Training	\$906,000	\$30	0.30%
Workforce Initiatives	\$634,200	\$21	0.21%
Maintenance	\$679,500	\$22	0.23%
Total	\$9,544,500	\$315	3.20%

Impact on Student Access, Retention, and Completion Rates:

We understand that any increase can have an impact on individual students. We continue to ensure that students complete the FAFSA and understand what options are available for financial aid. We are also working to grow scholarships. We are very appreciative of the Legislative funding to help support a 2.5% salary increase for faculty and staff. The portion that needs to be funded from tuition will help retain our biggest asset -- our employees. The additional funds for equity/merit salary increases will help retain our best as well as deal with equity issues, particularly with areas where we are losing great staff/faculty because they are underpaid compared to market. The critical Investments in Student Success, Campus Safety Education & Training and Workforce Initiatives funding will help us to be able to retain students, increase our graduation rates, and increase degrees in core workforce areas.

Option 2: No Tuition Increase - All new costs will be covered through reallocation, cost savings, and efficiency efforts

No Tuition Increase	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
	\$0	\$0	0.00%

Impact on Student Access, Retention, and Completion Rates:

No tuition increase may make it easier for some students to access the University. However, we continue to ensure that students complete the FAFSA and understand what options are available for financial aid. We are also working to grow scholarships. No increase will have a detrimental impact on retention and completion as we would need to make some cuts to pay for salaries and student support initiatives. This would slow our progress in our graduation rate and hit particularly hard the progress we have made in growing resources to support STEM degrees and prepare students for high demand areas of the Utah workforce.

Option 3: Legislative Match Funds Only - All new match funds will be covered by new revenue

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
25% of 2.5% Compensation Increase/ISF	\$3,746,100	\$124	1.26%
Total	\$3,746,100	\$124	1.26%

Impact on Student Access, Retention, and Completion Rates:

This increase may make it easier for students to access the University. However, as stated in Option 2, we continue to pursue all options for financial aid and increasing scholarships. It will have a detrimental impact on retention and completion as we would need to make some cuts to pay for salaries and student support initiatives. This would slow our progress in our graduation rate and hit particularly hard the progress we have made in growing resources to support STEM degrees and prepare students for high demand areas of the Utah workforce.

Option 4: Allow Tuition Adjustments to the Approved % of Median Household Income

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
25% of 2.5% Compensation Increase/ISF	\$3,746,100	\$124	1.26%
Critical Investments in Student Success	\$561,000	\$18	0.19%
Mental Health Student Fee	\$667,240	\$22	0.22%
Total	\$4,974,340	\$164	1.67%

Impact on Student Access, Retention, and Completion Rates:

This measure includes both tuition and fees being at 15% of the median household income for Utah. This increase may make it easier for students to access the University. However, as stated in Option 2, we continue to pursue all options for financial aid and increasing scholarships. It will have a detrimental impact on retention and completion as we would need to make some cuts to pay for salaries and student support initiatives. The investment in the areas listed in Option 1 are important in order for the University to be able to maintain and continue to improve on retention, graduation and completion of degrees for both undergraduate and graduate students. Not being able to invest adequately in workforce initiative and infrastructure could have a negative effect on workforce degrees and graduates.

Utah System of Higher Education



FORM R-4: 2019-20 PROPOSED NEW TUITION REVENUE

Due Date: March 15, 2019

Truth-in-Tuition Hearing: March 19, 2019

Presidents Cabinet Review: March 20, 2019

Institution: University of Utah

Student Leadership Review: March 12, 2019

Trustees Approval: March 12, 2019

Prepared by: Sandy Hughes

Line Item

Current Year Tuition Budget

School of Medicine

\$27,000,000

Option 1 - Institution Proposed - Increase other than options 2, 3 or 4

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
25% of 2.5% Compensation Increase	\$328,200	\$245	1.22%
Equity/Merit Salary Issues	\$220,100	\$165	0.82%
Critical Investments in Student Success - Academic Success	\$114,800	\$86	0.43%
Campus Safety Education & Training	\$82,000	\$61	0.30%
Workforce Initiatives	\$57,400	\$43	0.21%
Maintenance	\$61,500	\$46	0.23%
Total	\$864,000	\$646	3.20%

Impact on Student Access, Retention, and Completion Rates:

We understand that any increase can have an impact on specific students. We work to have financial aid and scholarships available for students. Supporting our faculty and staff with salary increases each year allows us to attract highly qualified individuals that are the best in their respective fields. This directly impacts the student experience by providing them with access to highly qualified instructors and support staff. The Academic Success Program has invested resources to expand capacity to focus on the middle band of students, not just the struggling students in the lower band.

Option 2: No Tuition Increase - All new costs will be covered through reallocation, cost savings, and efficiency efforts

No Tuition Increase	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
	\$0	\$0	0.00%

Impact on Student Access, Retention, and Completion Rates:

Current medical student tuition does not cover the full cost of education, so small annual increases are needed to keep pace with increasing costs. As one specific example, without a tuition increase, we would not be able to engage faculty in individual and same group teaching settings, which would decrease the quality of our curriculum and jeopardize our curriculum and possibility accreditation.

Option 3: Legislative Match Funds Only - All new match funds will be covered by new revenue

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
25% of 2.5% Compensation Increase	\$328,200	\$245	1.22%
Total	\$328,200	\$245	1.22%

Impact on Student Access, Retention, and Completion Rates:

Please see Option 2 note.

Option 4: Allow Tuition Adjustments to the Approved % of Median Household Income

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
25% of 2.5% Compensation Increase	\$328,200	\$245	1.22%
Critical Investments in Student Success - Academic Success	\$50,900	\$38	0.19%
Mental Health Student Fee	\$29,423	\$22	0.11%
Total	\$408,523	\$305	1.51%

Impact on Student Access, Retention, and Completion Rates:

Please see Option 2 note.



Utah System of Higher Education

FORM R-4: 2019-20 PROPOSED NEW TUITION REVENUE

Due Date: March 15, 2019

Truth-in-Tuition Hearing: March 19, 2019

Presidents Cabinet Review: March 20, 2019

Institution: University of Utah

Student Leadership Review: March 12, 2019

Trustees Approval: March 12, 2019

Prepared by: Sandy Hughes

Line Item

Current Year Tuition Budget

School of Dentistry

\$4,000,000

Option 1 - Institution Proposed - Increase other than options 2, 3 or 4

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
25% of 2.5% Salary Increase	\$25,700	\$125.64	0.64%
Equity/Merit Salary Issues	\$56,100	\$274	1.40%
Critical Investments in Student Success	\$16,800	\$82	0.42%
Campus Safety Education & Training	\$12,000	\$59	0.30%
Workforce Initiatives	\$8,400	\$41	0.21%
Maintenance	\$9,000	\$44	0.23%
Total	\$128,000	\$626	3.20%

Impact on Student Access, Retention, and Completion Rates:

Supporting our faculty and staff with salary increases each year allows us to attract highly qualified individuals that are the best in their respective field. This directly impacts the student experience by providing them with access to highly qualified instructors and support staff. The ability to provide additional student support via teaching & learning services and improved education through faculty development will have a direct positive impact on student access and retention rates. In addition providing the latest technology available attracts high quality students, provides a competitive and engaging learning environment and sets our students up for success.

Option 2: No Tuition Increase - All new costs will be covered through reallocation, cost savings, and efficiency efforts

No Tuition Increase	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
	\$0	\$0	0.00%

Impact on Student Access, Retention, and Completion Rates:

Currently our tuition rates do not fully cover the cost of education. Without the tuition increase, we would need to increase our student to faculty ratio in our clinics, which could impact patient safety and care. We would also need to decrease class offerings and eliminate student travel for research purposes, resulting in a reduction in student satisfaction and retention.

Option 3: Legislative Match Funds Only - All new match funds will be covered by new revenue

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
25% of 2.5% Salary Increase	\$25,700	\$126	0.64%
Total	\$25,700	\$126	0.64%

Impact on Student Access, Retention, and Completion Rates:

Please see note for Option 2.

Option 4: Allow Tuition Adjustments to the Approved % of Median Household Income

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
25% of 2.5% Salary Increase	\$25,700	\$126	0.64%
Critical Investments in Student Success	\$30,000	\$147	0.75%
Mental Health Student Fee	\$4,500	\$22	0.11%
Total	\$60,200	\$295	1.51%

Impact on Student Access, Retention, and Completion Rates:

Please see note for option 2.



Utah System of Higher Education

FORM R-4: 2019-20 PROPOSED NEW TUITION REVENUE

Due Date: March 15, 2019

Truth-in-Tuition Hearing: March 6, 2019

Presidents Cabinet Review: January 16, 2019

Institution: Utah State University

Student Leadership Review: March 5, 2019

Trustees Approval: March 8, 2019

Prepared by: WJP

Line Item

Education & General
and RC

Current Year Tuition Budget

\$127,625,000

Option 1 - Institution Proposed - Increase other than options 2, 3 or 4

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
Match - Compensation	\$1,615,400	\$40	1.27%
Match - Internal Service Fund	\$229,900	\$6	0.18%
Promotion & Tenure Adjustments	\$1,127,900	\$28	0.88%
Student Analytics	\$311,900	\$8	0.24%
Compliance	\$90,000	\$2	0.07%
Tutoring	\$180,000	\$4	0.14%
General Education Bottlenecks	\$365,300	\$9	0.29%
Scholarships	\$227,500	\$6	0.18%
Total	\$4,147,900	\$103	3.25%

Impact on Student Access, Retention, and Completion Rates:

The impact of these proposed adjustments will be addressed during USU's tuition hearing at the Board of Regents meeting scheduled for March 28.

Option 2: No Tuition Increase - All new costs will be covered through reallocation, cost savings, and efficiency efforts

No Tuition Increase	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
	\$0	\$0	0.00%

Impact on Student Access, Retention, and Completion Rates:

Bottleneck courses in the General Education area will not be addressed. This will result in a negative impact on retention and completion. Other student service initiatives, such as the student analytics and the compliance initiative, have a positive impact on retention. If these are not funded, students have less access to necessary services. In addition, the university would forego all compensation increases, including promotion and tenure adjustments. This would have a lasting, detrimental effect on the university. It would result in a huge morale issue for current faculty. It would inhibit the university's ability to attract new faculty. All of this will have an immediate impact on students. The quality of instruction would suffer. Retention and completion rates would be impacted negatively.

Option 3: Legislative Match Funds Only - All new match funds will be covered by new revenue

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
Match - Compensation	\$1,615,400	\$40	1.27%
Match - Internal Service Fund	\$229,900	\$6	0.18%
Total	\$1,845,300	\$46	1.45%

Impact on Student Access, Retention, and Completion Rates:

Bottleneck courses in the General Education area will not be addressed. This will result in a negative impact on retention and completion. Other student service initiatives, such as the student analytics and the compliance initiative, have a positive impact on retention. If these are not funded, students have less access to necessary services.

Option 4: Allow Tuition Adjustments to the Approved % of Median Household Income

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
This option is not under consideration.			0.00%
Total	\$0	\$0	0.00%

Impact on Student Access, Retention, and Completion Rates:

This option is not under consideration.



Utah System of Higher Education

FORM R-4: 2019-20 PROPOSED NEW TUITION REVENUE

Due Date: March 15, 2019

Truth-in-Tuition Hearing: March 27, 2019

Presidents Cabinet Review: January 16, 2019

Institution: Utah State University

Student Leadership Review: March 5, 2019

Trustees Approval: March 8, 2019

Prepared by: WJP

Line Item

Eastern
and Blanding

Current Year Tuition Budget

\$3,900,000

Option 1 - Institution Proposed - Increase other than options 2, 3 or 4

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
Match - Compensation	\$100,500	\$44	2.58%
Match - Internal Service Fund	\$3,100	\$1	0.08%
Promotion & Tenure Adjustments	\$34,500	\$15	0.88%
Student Analytics	\$9,500	\$4	0.24%
General Education Bottlenecks	\$16,200	\$7	0.42%
Total	\$163,800	\$71	4.20%

Impact on Student Access, Retention, and Completion Rates:

The impact of these proposed adjustments will be addressed during USU's tuition hearing at the Board of Regents meeting scheduled for March 28.

Option 2: No Tuition Increase - All new costs will be covered through reallocation, cost savings, and efficiency efforts

No Tuition Increase	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
	\$0	\$0	0.00%

Impact on Student Access, Retention, and Completion Rates:

Bottleneck courses in the General Education area will not be addressed. This will result in a negative impact on retention and completion. Other student service initiatives, such as the student analytics and the compliance initiative, have a positive impact on retention. If these are not funded, students have less access to necessary services. In addition, the university would forego all compensation increases, including promotion and tenure adjustments. This would have a lasting, detrimental effect on the university. It would result in a huge morale issue for current faculty. It would inhibit the university's ability to attract new faculty. All of this will have an immediate impact on students. The quality of instruction would suffer. Retention and completion rates would be impacted negatively.

Option 3: Legislative Match Funds Only - All new match funds will be covered by new revenue

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
Match - Compensation	\$100,500	\$44	2.58%
Match - Internal Service Fund	\$3,100	\$1	0.08%
Total	\$103,600	\$45	2.66%

Impact on Student Access, Retention, and Completion Rates:

Bottleneck courses in the General Education area will not be addressed. This will result in a negative impact on retention and completion. Other student service initiatives, such as the student analytics and the compliance initiative, have a positive impact on retention. If these are not funded, students have less access to necessary services.

Option 4: Allow Tuition Adjustments to the Approved % of Median Household Income

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
This option is not under consideration.			0.00%
Total	\$0	\$0	0.00%

Impact on Student Access, Retention, and Completion Rates:

This option is not under consideration.



Utah System of Higher Education

FORM R-4: 2019-20 PROPOSED NEW TUITION REVENUE

Due Date: March 15, 2019

Truth-in-Tuition Hearing: March 11, 2019

Presidents Cabinet Review: March 18, 2019

Institution: Weber State University

Student Leadership Review: March 11, 2019

Trustees Approval: March 19, 2019

Prepared by: Clayton Anderson

Line Item

Current Year Tuition Budget

Education & General

\$75,459,100

Option 1 - Institution Proposed - Increase other than options 2, 3 or 4

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
Compensation	\$1,093,300	\$60.78	1.45%
Need-Based Scholarships	\$250,000	\$13.90	0.33%
ISF Mandated Costs	\$79,900	\$4.44	0.11%
Other Mandated Costs	\$86,000	\$4.78	0.11%
Total	\$1,509,200	\$84	2.00%

Impact on Student Access, Retention, and Completion Rates:

A 2.0% tuition increase will allow WSU to remain competitive in the employment market and better retain current faculty and staff. This modest increase in tuition along with a need-based scholarship funding increase will help WSU to improve student access by keeping tuition costs low. WSU will be able to cover our mandated costs as directed by the legislature as well as other campus increased needs.

Option 2: No Tuition Increase - All new costs will be covered through reallocation, cost savings, and efficiency efforts

No Tuition Increase	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
	\$0	\$0	0.00%

Impact on Student Access, Retention, and Completion Rates:

WSU made significant efforts through reallocation, cost savings, and efficiency but that is not enough to allow us to continue our current improvement efforts. If we do not receive a tuition increase then we will experience a negative impact across the board. We will likely lose staff at an even higher rate and not be able to provide the services needed by our students. WSU will also not be able to meet the legislative required match.

Option 3: Legislative Match Funds Only - All new match funds will be covered by new revenue

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
2.5% Salary & Benefits	\$736,670	\$40.96	0.98%
4.35% Health Insurance	\$184,767	\$10.27	0.24%
ISF Funds	\$79,900	\$4.44	0.11%
Total	\$1,001,337	\$56	1.33%

Impact on Student Access, Retention, and Completion Rates:

The impact on student access at WSU with this option will likely be minimal. However, the ability to continue to increase services to improve retention and completion would suffer for lack of funding. WSU staffing would continue to have difficulties in retaining quality faculty and staff and filling open positions.

Option 4: Allow Tuition Adjustments to the Approved % of Median Household Income

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
7.43% increase	\$5,604,622	\$311.59	7.43%
Total	\$5,604,622	\$312	7.43%

Impact on Student Access, Retention, and Completion Rates:

Raising tuition at WSU to this level would have a serious negative impact on student access. The cost of tuition would cause many students to cut their credit hour load or completely withdraw from school and enter the workforce. WSU would likely experience a drop in enrollment and would not realize the full tuition increase. WSU would be able to better compete with other employers to find and hire qualified candidates for our open positions.

Utah System of Higher Education



FORM R-4: 2019-20 PROPOSED NEW TUITION REVENUE

Due Date: March 15, 2019

Truth-in-Tuition Hearing: March 5, 2019

Presidents Cabinet Review: March 18, 2019

Institution: Southern Utah University

Student Leadership Review: March 5, 2019

Trustees Approval: March 21, 2019

Prepared by: MJ Anderson/M. Dodge

Line Item

Current Year Tuition Budget

Education & General

\$48,208,000

Option 1 - Institution Proposed - Increase other than options 2, 3 or 4

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
Legislative Match (See option #3)	\$524,585	\$62	1.09%
Compensation	\$440,000	\$52	0.91%
Health & Dental	\$390,000	\$46	0.81%
Promotion & Tenure	\$91,000	\$11	0.19%
Total	\$1,445,585	\$170	3.00%

Impact on Student Access, Retention, and Completion Rates:

Southern Utah University presented a 0-3% tuition increase at its 2019 Truth-in-Tuition hearing. Raising tuition an additional 3% would likely have a negligible or slightly adverse impact on student access, retention, and completion rates. Based on the level of Legislative funding for FY-2020, SUU is opposed to raising tuition or fees this year.

Option 2: No Tuition Increase - All new costs will be covered through reallocation, cost savings, and efficiency efforts

No Tuition Increase	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
	\$0	\$0	0.00%

Impact on Student Access, Retention, and Completion Rates:

Southern Utah University is recommending no increase in its tuition or fees for the upcoming fiscal year. This will be the first time neither has been raised in 42 years. The impact of this action might have a slightly positive impact on student access, retention, and completion rates over time.

Option 3: Legislative Match Funds Only - All new match funds will be covered by new revenue

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
Salary & Related Benefits	\$380,646	\$44.71	0.79%
Health Insurance	\$85,739	\$10.07	0.18%
Internal Service funds	\$58,200	\$6.84	0.00%
Total	\$524,585	\$62	0.97%

Impact on Student Access, Retention, and Completion Rates:

Raising tuition an additional 1.09% this year would likely have a negligible impact on student access, retention, and completion rates. Based on the level of Legislative funding for FY-2020, SUU is opposed to raising its tuition or fees this year.

Option 4: Allow Tuition Adjustments to the Approved % of Median Household Income

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
Reduction of Tuition	-\$4,410,252	-\$518	-9.15%
Total	-\$4,410,252	-\$518	-9.15%

Impact on Student Access, Retention, and Completion Rates:

Reducing tuition by 9.15% would likely have a positive impact on student access and a negative impact on student retention and completion rates. It would be difficult for Southern Utah University to absorb such a budget cut and maintain the classes and other services necessary for student success. SUU does not recommend reducing its tuition this year.

Utah System of Higher Education



FORM R-4: 2019-20 PROPOSED NEW TUITION REVENUE

Due Date: March 15, 2019

Truth-in-Tuition Hearing: March 13, 2019

Presidents Cabinet Review: February 25, 2019

Institution: Snow College

Student Leadership Review: March 6, 2019

Trustees Approval: March 15, 2019

Prepared by: SLH

Line Item	Current Year Tuition Budget
Education & General	\$11,856,090

Option 1 - Institution Proposed - Increase other than options 2, 3 or 4

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
Compensation (2.5%)/Benefits (Inst. 25% portion)	\$195,995	\$46	1.65%
ISF Rate	\$14,200	\$3	0.12%
Advancement & Tenure	\$45,000	\$11	0.38%
Departmental Scholarships	\$41,000	\$10	0.35%
Total	\$296,195	\$69	2.50%

Impact on Student Access, Retention, and Completion Rates:

The increase would allow for consistent practice of advancement and tenure which helps us to attract and retain qualified instructors and staff. Providing the benefits and compensation to all employees would help to attract and retain qualified employees in our area. Keeping qualified employees would help keep our student completion rates at current high levels. As tuition increases the value of current scholarship levels decreases. By increasing departmental scholarships it would provide students with a similar value as they are receiving now. The student access would be minimally impacted since the increase would only be \$69 per year.

Option 2: No Tuition Increase - All new costs will be covered through reallocation, cost savings, and efficiency efforts

No Tuition Increase	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
	\$0	\$0	0.00%

Impact on Student Access, Retention, and Completion Rates:

If we still gave a 2.5% compensation increase we would need to cut 2 FTE's for a cost of \$162,000. The remaining 48,195 would be taken out of our allotment for adjunct wages which would decrease the number of credits available to teach by 60 credits. This would decrease our retention and completion rates by the inability to offer sufficient courses to accommodate the students schedule. It would increase class sizes which would decrease the quality of instruction the students received.

Option 3: Legislative Match Funds Only - All new match funds will be covered by new revenue

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
Compensation (2.5%)/Benefits (Inst. 25% portion)	\$195,995	\$46	1.65%
ISF Rate	\$14,200	\$3	0.12%
Total	\$210,195	\$49	1.77%

Impact on Student Access, Retention, and Completion Rates:

This option is unfavorable since it would not fund advancement and tenure which would hurt our attraction and retention of qualified instructors. Student retention and completion could reduce if our qualified employees actively sought after other opportunities.

Option 4: Allow Tuition Adjustments to the Approved % of Median Household Income

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
Compensation (2.5%)/Benefits (Inst. 25% portion)	\$195,995	\$46	1.65%
ISF Rate	\$14,200	\$3	0.12%
Advancement & Tenure	\$45,000	\$11	0.38%
3 Staff Positions (Accounting, IT, HR)	\$270,000	\$63	2.28%
5 Faculty Positions (Bottleneck Courses)	\$405,000	\$95	3.42%
IT Support	\$304,820	\$71	2.57%
Software purchases (Finance, HR, Document retention)	\$500,000	\$117	4.22%
Scholarships	\$980,000	\$229	8.27%
Total	\$2,715,015	\$634	22.90%

Impact on Student Access, Retention, and Completion Rates:

While this option would bring in a lot more revenue and provide support in areas that are understaffed, we would have to turn around and offer more scholarships to provide the affordability needed for student access. The retention and completion rates would decrease since the students would struggle to find the employment opportunities that would be required to pay the additional cost of tuition each year.

Utah System of Higher Education



FORM R-4: 2019-20 PROPOSED NEW TUITION REVENUE

Due Date: March 15, 2019

Truth-in-Tuition Hearing: March 5, 2019

Presidents Cabinet Review: March 5, 2019

Institution: Dixie State University

Student Leadership Review: March 5, 2019

Trustees Approval: March 22, 2019

Prepared by: BF

Line Item

Current Year Tuition Budget

Education & General

\$30,000,000

Option 1 - Institution Proposed - Increase other than options 2, 3 or 4

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
Match legislative base compensation funding	\$375,000	\$47	1.25%
Match legislative ISF funding (liability and property insurance)	\$50,000	\$6	0.17%
Faculty rank advancements	\$150,000	\$19	0.50%
Initial transition to NCAA Division I	\$600,000	\$75	2.00%
Master of Athletic Training program	\$250,000	\$31	0.83%
Campus security personnel	\$75,000	\$9	0.25%
Total	\$1,500,000	\$187	5.00%

Impact on Student Access, Retention, and Completion Rates:

This proposal reflects a continuation of DSU's multi-year plan to build a university-level environment and infrastructure, while simultaneously maintaining a low-cost position in relation to regional and national peers. Student access, retention, and completion rates are expected to be positively impacted due to the continued expansion of academic programs and services available to students.

Option 2: No Tuition Increase - All new costs will be covered through reallocation, cost savings, and efficiency efforts

No Tuition Increase	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
	\$0	\$0	0.00%

Impact on Student Access, Retention, and Completion Rates:

This option would negatively impact student access, retention, and completion rates due to the resulting need to redirect resources from existing programs and initiatives in order to cover mandated costs and new initiatives. DSU's current resources have been fully allocated and reallocations would need to be covered through the elimination of existing programs and associated enrollments. Student recruitment efforts would also be hampered by the lack of resources for new programs and reductions to existing programs.

Option 3: Legislative Match Funds Only - All new match funds will be covered by new revenue

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
Match legislative base compensation funding	\$378,649	\$47	1.26%
Match legislative ISF funding (liability and property insurance)	\$44,600	\$6	0.15%
Total	\$423,249	\$53	1.41%

Impact on Student Access, Retention, and Completion Rates:

While the negative impact on student access, retention, and completion rates would be less than Option 2, this option would still require significant reallocation of resources from existing programs, resulting in reduced access and retention of current and prospective students enrolled in those programs.

Option 4: Allow Tuition Adjustments to the Approved % of Median Household Income

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
Match legislative base compensation funding	\$375,000	\$47	1.25%
Match legislative ISF funding (liability and property insurance)	\$50,000	\$6	0.17%
Faculty rank advancements	\$150,000	\$19	0.50%
Full transition to NCAA Division I	\$2,800,000	\$349	9.33%
New undergraduate and graduate academic programs	\$2,000,000	\$249	6.67%
Campus support and infrastructure needs	\$625,000	\$78	2.08%
Total	\$6,000,000	\$748	20.00%

Impact on Student Access, Retention, and Completion Rates:

This option would negatively impact student access, retention, and completion rates due to the sudden sharp increase in cost of attendance. A one-year tuition increase of this magnitude would create an immediate headwind to DSU's ongoing effort to recruit and retain students. DSU recommends the implementation of moderate tuition increases over time rather than a large increase within a single year.



Utah System of Higher Education

FORM R-4: 2019-20 PROPOSED NEW TUITION REVENUE

Due Date: March 15, 2019

Truth-in-Tuition Hearing: March 7, 2019 Presidents Cabinet Review: March 14, 2019

Institution: Utah Valley University

Student Leadership Review: March 7, 2019 Trustees Approval: March 14, 2019

Prepared by: LM

Line Item

Current Year Tuition Budget

Education & General

\$134,092,000

Option 1 - Institution Proposed - Increase other than options 2, 3 or 4

Description	Proposed New Tuition Revenue	2018-19 Rate	Per Full-time Student, Two Semesters	
			\$ Change	% Increase
Undergraduate Resident		\$5,036	\$86	1.7%
Undergraduate Nonresident		\$15,606	\$266	1.7%
Graduate (Base) Resident		\$5,660	\$100	1.8%
Graduate (Base) Nonresident		\$17,260	\$300	1.7%
Graduate (MBA) Resident		\$12,240	\$180	1.5%
Graduate (MBA) Nonresident		\$26,560	\$420	1.6%
Graduate (MACC, MPFA) Resident		\$10,020	\$180	1.8%
Graduate (MACC, MPFA) Nonresident		\$24,340	\$420	1.7%
Graduate (MSW, MaMFT) Resident		\$7,100	\$120	1.7%
Graduate (MSW, MaMFT) Nonresident		\$18,700	\$320	1.7%
Graduate (Comp Sci) Resident		\$7,600	\$140	1.8%
Graduate (Comp Sci) Nonresident		\$19,200	\$320	1.7%
Graduate (Cybersecurity, MPS) Resident		\$8,120	\$140	1.7%
Graduate (Cybersecurity, MPS) Nonresident		\$19,720	\$340	1.7%
Total	\$2,279,564			1.7%

Proposed Use of Revenue

The proposed tuition increase of 1.7% for undergraduates and a range of 1.5% to 1.8% for graduates (varies based on differential tuition) will generate \$2,279,560. These funds will be utilized as follows:

2.5% labor market increase for salary/wages (legislative match)	\$1,114,593
4.35% medical premium increase (legislative match)	\$338,954
Risk management rate increase (legislative match)	\$156,100
Faculty rank, tenure, promotion, merit	\$442,538
Student mental health services	\$227,379
Total	\$2,279,564

Impact on Student Access, Retention, and Completion Rates:

The proposed increase is consistent with UVU's access mission and commitment to keeping tuition and fees as low as possible while providing needed resources to match compensation and risk management rate increases; fund university commitments for faculty merit, rank, tenure and promotion; and provide additional resources for student mental health services. In recommending tuition and fee increases, President's Council is guided by the Board of Regents objective of affordable participation and by UVU's commitment to affordable access, keeping with our dual mission of community college and university. The proposed increase of 1.7 percent is the second lowest percentage and dollar amount increase in the past decade. Maintaining a low tuition increase responds to one of the most reported reasons for students leaving college—financial concerns. UVU's total proposed tuition and fee increase for resident students is less than the 2019-20 PELL grant increase; thus, the impact on the most economically disadvantaged student will be minimal.

Option 2: No Tuition Increase - All new costs will be covered through reallocation, cost savings, and efficiency efforts

No Tuition Increase	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
	\$0	\$0	0.00%

Impact on Student Access, Retention, and Completion Rates:

Under this proposal, UVU would face difficult choices related to funding compensation increases, cutting existing programs/services, and simultaneously serving an additional 1,180 annualized FTE students (5.1%). The challenge of continuing to provide access to courses, programs, and services of a growing student body would be compounded by the requirement to reallocate existing funds or utilize other new funds to cover baseline compensation increase and risk insurance costs. New tax fund revenue and tuition from enrollment growth are targeted to fund the academic and student support needs of a growing student body with a focus on access and improvement of retention and completion. UVU has demonstrated discipline in tuition and fee increases and already has the lowest percent change in tuition and fees from 2014-15 to 2018-19 at 8.7% in USHE.

Option 3: Legislative Match Funds Only - All new match funds will be covered by new revenue

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
Undergraduate Resident	\$5,036	\$60	1.19%
Undergraduate Nonresident	\$15,606	\$188	1.20%
Graduate (Base) Resident	\$5,660	\$60	1.06%
Graduate (Base) Nonresident	\$17,260	\$200	1.16%
Graduate (MBA) Resident	\$12,240	\$120	0.98%
Graduate (MBA) Nonresident	\$26,560	\$300	1.13%
Graduate (MACC, MPFA) Resident	\$10,020	\$120	1.20%
Graduate (MACC, MPFA) Nonresident	\$24,340	\$300	1.23%
Graduate (MSW, MaMFT) Resident	\$7,100	\$80	1.13%

Graduate (MSW, MaMFT) Nonresident		\$18,700	\$220	1.18%
Graduate (Comp Sci) Resident		\$7,600	\$100	1.32%
Graduate (Comp Sci) Nonresident		\$19,200	\$240	1.25%
Graduate (Cybersecurity, MPS) Resident		\$8,120	\$100	1.23%
Graduate (Cybersecurity, MPS) Nonresident		\$19,720	\$240	1.22%
Total	\$1,609,647			1.20%

Proposed Use of Revenue

The proposed tuition increase of 1.2% for undergraduates and a range of 1.0% to 1.3% for graduates (varies based on differential tuition) will generate \$1,609,647. These funds will be utilized as follows:

2.5% labor market increase for salary/wages (legislative match)	\$1,114,593
4.35% medical premium increase (legislative match)	\$338,954
Risk management rate increase (legislative match)	\$156,100
Total	\$1,609,647

Impact on Student Access, Retention, and Completion Rates:

UVU's President's Cabinet weighed this option. As allowed by Regents policy, institutions may consider "faculty promotion and tenure adjustments and other operating needs" when proposing a tuition increase. Funding to support rank, tenure, promotion, and merit recognizes the excellence of UVU's faculty in teaching, engaged learning, scholarship, and service (all of which positively impact UVU students). The Board of Regents, Utah Student Association, UVUSA, and UVU's Board of Trustees have all expressed concern regarding student mental health services and promoted efforts for improvement. UVU's 0.5% increase above legislative match is directed toward these two funding needs. UVU operates with an access mission and commitment to keeping tuition and fees as low as possible. Providing access for students without resources to provide the range, quantity, and quality of programs and support services will have a negative impact on student retention and completion rates. Additional support for Student Mental Health Services included in UVU's proposed increase will increase availability of assistance for at-risk students. This proposed tuition rate increase will be less than the increase to PELL grants; thus, the impact on the most economically at-risk students will be minimal.

Option 4: Allow Tuition Adjustments to the Approved % of Median Household Income

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact		
		\$ Impact	% Increase	
Undergraduate Resident		\$5,036	\$438	8.70%
Undergraduate Nonresident		\$15,606	\$1,358	8.70%
Graduate (Base) Resident		\$5,660	\$492	8.69%
Graduate (Base) Nonresident		\$17,260	\$1,502	8.70%
Graduate (MBA) Resident		\$12,240	\$880	7.19%
Graduate (MBA) Nonresident		\$26,560	\$2,120	7.98%
Graduate (MACC, MPFA) Resident		\$10,020	\$880	8.78%
Graduate (MACC, MPFA) Nonresident		\$24,340	\$2,120	8.71%
Graduate (MSW, MaMFT) Resident		\$7,100	\$620	8.73%
Graduate (MSW, MaMFT) Nonresident		\$18,700	\$1,620	8.66%
Graduate (Comp Sci) Resident		\$7,600	\$660	8.68%
Graduate (Comp Sci) Nonresident		\$19,200	\$1,660	8.65%
Graduate (Cybersecurity, MPS) Resident		\$8,120	\$710	8.74%
Graduate (Cybersecurity, MPS) Nonresident		\$19,720	\$1,720	8.72%
Total	\$11,666,004			8.70%

Proposed Use of Revenue

The proposed tuition increase of 8.7% for undergraduates and a range of 7.2% to 8.8% for graduates (varies based on differential tuition) will generate \$11,666,004. These funds will be utilized as follows:

2.5% labor market increase for salary/wages (legislative match)	\$1,114,593
4.35% medical premium increase (legislative match)	\$338,954
Risk management rate increase (legislative match)	\$156,100
Faculty rank, tenure, promotion, merit	\$442,538
Student mental health services	\$227,379
Other institutional needs including salaried faculty; salaried staff; wage increases; IT infrastructure, security, and systems; new high market demand programs; need-based student aid; high impact practices; completion initiatives	\$9,386,440
Total	\$11,666,004

Impact on Student Access, Retention, and Completion Rates:

UVU operates with an access mission and commitment to keeping tuition and fees as low as possible. Exercising this option at this time would be counter to the Board of Regents objective of affordable participation and UVU's commitment to affordable access, keeping with our dual mission of community college and university. Such an increase would far exceed the proposed increase to PELL grants creating a high potential for financially at-risk students and working students to dropout or never enroll. Financial challenges is one of the top reasons students drop out of college.

Utah System of Higher Education



FORM R-4: 2019-20 PROPOSED NEW TUITION REVENUE

Due Date: March 15, 2019

Truth-in-Tuition Hearing: March 7, 2019

Presidents Cabinet Review: March 7, 2019

Institution: Salt Lake Community College

Student Leadership Review: March 7, 2019

Trustees Approval: March 13, 2019

Prepared by: DAM/JSA

Line Item

Current Year Tuition Budget

Education & General

\$55,423,372

Option 1 - Institution Proposed - Increase other than options 2, 3 or 4

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
2.5 % salary	\$642,829	\$44	1.16%
Health Insurance	\$170,664	\$12	0.31%
ISF Rate Increase	\$65,300	\$5	0.12%
Campus Safety	\$130,000	\$9	0.23%
Academic Advising	\$100,000	\$7	0.18%
Total	\$1,108,793	\$76	2.00%

Impact on Student Access, Retention, and Completion Rates:

This proposed tuition increase would cover the legislative match as shown in Option 3, as well as provide funds for increased campus security (\$130,000) and academic advising (\$100,000). In addition to tuition revenues, we plan to use additional institutional resources through new appropriations for advising as well as mental health and other institutional needs.

Option 2: No Tuition Increase - All new costs will be covered through reallocation, cost savings, and efficiency efforts

No Tuition Increase	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
	\$0	\$0	0.00%

Impact on Student Access, Retention, and Completion Rates:

No tuition increase would prevent SLCC from maintaining competitive salaries and wages that are needed for the compensation match. Instead of 2.5% compensation, we would only be able to provide 1.5% compensation increase. This would not only be detrimental to faculty and staff morale, but also to faculty and staff turnover rates, which ultimately affect student experience (access, retention, completion) and enrollment.

Option 3: Legislative Match Funds Only - All new match funds will be covered by new revenue

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
2.5 % salary	\$642,829	\$44	1.16%
Health Insurance	\$170,664	\$12	0.31%
ISF Rate Increase	\$65,300	\$5	0.12%
Total	\$878,793	\$61	1.59%

Impact on Student Access, Retention, and Completion Rates:

SLCC would need a 1.6% tuition increase in order to cover the required tuition match of \$878,793 to cover Health Insurance, compensation, and ISF rate changes.

Option 4: Allow Tuition Adjustments to the Approved % of Median Household Income

Description	Proposed New Tuition Revenue	Estimated Per Student FTE Impact	
		\$ Impact	% Increase
Compensation/Health Insurance, ISF Rate adjustments	\$878,793	\$61	1.59%
Campus Safety and Security; Mental Health Interventions	\$800,000	\$55	1.44%
Academic, Admissions, Career Advisors	\$1,100,000	\$76	1.98%
Need Based Aid	\$500,000	\$34	0.90%
Critical Course and Diversity Faculty	\$1,000,000	\$69	1.80%
Operation and Sustainability: IT support; Inventory Tracking, Business Services	\$709,310	\$49	1.28%
Total	\$4,988,103	\$344	9.00%

Impact on Student Access, Retention, and Completion Rates:

Operationally, the proposed new tuition revenue would support compensation and mandatory increases (\$878,793). It would allow us to bolster campus security and mental health services (\$800,000) across all of the College's 10 campus sites. For access, retention and completion, we would utilize \$1.1 million to support the Pathways structure and \$1 million to address critical faculty needs. Additionally, we would use \$500,000 towards need based aid and \$709,310 to address critical support needs for the operation of the College specifically in inventory controls, payroll, and facilities operations.



University of Utah Online Tuition/Fees Proposal

The University currently offers fully online courses and degrees and has been increasing the number of online programs and the number of participating students. Currently, students can complete certain degrees online. Over 130,000 credit hours are delivered online each year.

Other PAC-12 institutions are offering online bachelor degree completion programs at substantially lower price points than those the University of Utah offers. To remain competitive, we are proposing that we modify our current tuition/fee structure for students who are pursuing a fully online degree completions to remove some of the financial barriers for degree completion.

We request approval of this modified tuition/fee schedule to be effective Fall 2019, pending University of Utah Board of Trustees and Board of Regents approval, where applicable.

- Online only enrolled students will be assessed a proposed tuition rate of \$260 per credit hours-- \$200 per credit hour assigned as base tuition and \$60 per credit hour in support of online services and student support services.
- Students will identify as an online only student through the admissions and/or registration process to be eligible.
- Tuition increases will follow Board of Regents approved increases associated with regular tuition and will be applied at the beginning of the next academic year.
- Tuition charged will be the same for resident and non-resident students.
- Student taking a mix of online and on campus courses would continue to be assessed regular tuition as well as related mandatory and online fees.
- Program will only include specific eligible undergraduate online programs.
- The online only undergraduate program is being developed to offer a viable, flexible and less expensive path for students who cannot attend courses on campus to complete their degrees. Many other institutions already offer a similar program and this online only program will allow the University of Utah to be competitive in offering a quality education and degree for students who want a U of U degree but are unable to come to campus.

University of Utah
2019-20 Tuition and Fees per Academic Semester
Online Only Tuition
Resident and Non-Resident Students

No. of Credit Hours	Per Credit Hour Charge
---------------------------	------------------------------

1	260.00
2	520.00
3	780.00
4	1,040.00
5	1,300.00
6	1,560.00
7	1,820.00
8	2,080.00
9	2,340.00
10	2,600.00
11	2,860.00
12	3,120.00
13	3,380.00
14	3,640.00
15	3,900.00
16	4,160.00
17	4,420.00
18	4,680.00
19	4,940.00
20	5,200.00
21	5,460.00
22	5,720.00
23	5,980.00
24	6,240.00
25	6,500.00



March 12, 2019

Ruth V. Watkins
President
201 Presidents Circle Room 203
Salt Lake City, Utah 84112

H. David Burton
Chair
Phillip Clinger
Vice Chair
Katie Eccles
Christian Gardner
Anne-Marie Lampropoulos
Connor Morgan
David Parkin
J. Steven Price
Joe Sargetakis
Jim Sorenson

Patricia A. Ross
Secretary to the
University
Karen West
Liaison to the Board

Dear President Watkins:

As Chair of the University of Utah Board of Trustees, the Board supports the proposed 2019-2020 tuition increases. We understand the proposed tuition increase is up to 3.9 percent for all students. For undergraduate students that means per semester tuition will increase by \$155.94 (based on 15 credit hours) to a total of \$4,154.39 (from \$3,998.41). All fees will remain unchanged with the exception of the Mental Health fee which will increase from \$4 to \$15 per semester. The total combined tuition and fees will increase by \$166.94 which is an increase of 3.62 percent overall. The Trustees are also in support of the new differential tuition for the Master of Science in Clinical Investigation at a rate of \$153.87 per credit hour. The Trustees also support the online tuition rate of \$200 per credit hour plus \$60 in fees commencing Fall 2020.

The Trustees acknowledge administration's efforts to maintain low tuition while balancing the growing financial needs of our academic mission. Trustees also acknowledge the growing demand for mental health programs along with the need to increase staffing and access hours for mental health services.

Sincerely,

H. David Burton
Chair



200 S. Central Campus Drive, Ste. 234 Salt Lake City, Utah 84112
Office 801.581.2788 Fax 801.581.6882 www.asuu.utah.edu

The Board of Regents
Utah System of Higher Education

RE: Proposed Tuition Increase at the University of Utah

To the Regents of the Utah System of Higher Education:

I write to you to express my support for the University of Utah's proposed tuition increase not to exceed 3.9%. I believe that this tuition increase will further contribute to the University's and students' long-term investment in student success, which will lead to continually stronger outcomes in retention, graduation, and other performance metrics.

The increase in revenue generated from the tuition increase will help fund much-needed initiatives and projects on campus. In addition to supplying the funds necessary to increase the compensation of our much-deserving faculty and staff, these new tuition dollars will support academic advising, the development of more internship opportunities and other mechanisms for career preparation, scholarships, and campus safety improvement projects, among other critical items. I believe that these investments will help contribute to improving the student experience at the University of Utah.

In my consideration, I have evaluated whether the additional cost that students will be asked to bear is worth the benefits that students will receive from these investments. I do believe that the tuition increase will be worth the benefits that students will receive. I am sure that the University's increased revenue from tuition dollars will be well-spent through investments in proven student success programs. I also know that the increase in quality derived from the increase in cost will ensure that a degree from the University of Utah remains extremely valuable.

Thank you for your consideration.

Sincerely,

Connor Morgan
University of Utah Student Body President

8 March 2019

ITEM FOR ACTION**RE: A Proposal from Utah State University for a Tuition Rate Increase****EXECUTIVE SUMMARY**

Each institutional President, with the approval of the institutional Board of Trustees, may recommend a tuition rate increase to the Board of Regents. The increase may be used to fund legislative match requirements or to meet other specific institutional needs.

Until the conclusion of the legislative session on March 14, 2019, the institution will not know the specific rate increase necessary to meet all required funding needs. For that reason, the University is recommending a range at this time. The final recommendation will go to the Board of Regents with the specific rate increase included.

The University, after consultation with student leaders, is proposing a tuition rate increase in the range of 3.00% to 3.75%. The President and student leadership will hold a public meeting to provide an explanation of the reasons for the proposed increase, an explanation of how the revenue generated by the increase will be used, and an opportunity for public comment from students. All of the revenues generated from the tuition rate increase will be retained at Utah State University.

Differential tuition rates will only increase sufficiently to cover the legislative match requirements for compensation. Each differential tuition schedule will be adjusted independently. If colleges want to increase differential tuition for other needs, they must submit a separate proposal.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President, Provost, and Vice President for Business and Finance recommend that the Board of Trustees approve the tuition rate increase.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, each institutional President, with the approval of the institutional Board of Trustees, may recommend a tuition rate increase to meet specific institutional needs and meet legislative match requirements; and

WHEREAS, the final rate increase will be determined at the end of the legislative session; and

WHEREAS, Utah State University is proposing a tuition rate increase in the range of 3.00% - 3.75%; and

WHEREAS, the President will consult with student leaders and will hold a public meeting to provide an opportunity for public comment from students; and

WHEREAS, all of the revenues generated from the tuition increase will be retained at Utah State University; and

WHEREAS, differential tuition rates will only increase sufficiently to cover the legislative match requirements for compensation, and each differential tuition schedule will be adjusted independently and if colleges want to increase differential tuition for other needs, they must submit a separate proposal; and

WHEREAS, the proposal has the approval of the President, Provost, and Vice President for Business and Finance of Utah State University;

NOW THEREFORE BE IT RESOLVED, that the Utah State University Board of Trustees hereby approves the proposed tuition rate increase and that this approval be forwarded to the Utah State Board of Regents of the Utah System of Higher Education for its approval.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE



UtahStateUniversity
STUDENT INVOLVEMENT & LEADERSHIP

Taggart Student Center 326
0105 Old Main Hill
Logan, UT 84322-0105

Division of Student Affairs
Tel: (435) 797-2912
FAX: (435) 797-2919

March 18, 2019

To Whom It May Concern:

This letter is a formal notice that the Utah State University Student Association (USUSA) supports the proposals given for the change in tuition of 3.25% for Logan and regional campuses and 4.2% for USU Eastern Campus. Over the last month and a half members of USUSA have met with President Cockett several times to discuss the needs of the university and the needs of the students. We are very pleased with the proposals that have come forward and grateful for the opportunity to have such an active role in the tuition discussion.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jaren Hunsaker', with a long horizontal line extending to the right.

Jaren Hunsaker
USUSA Student Body President

Minutes
Weber State University
Board of Trustees
March 19, 2019 – 9:30 a.m.
Davis Campus – Building D-3 Room 201
2750 University Park Blvd., Layton, UT 84041

Trustee Members:

Mr. Nolan Karras (Chair)
Ms. Kearston Cutrbus (Vice Chair)
Ms. Karla Bergeson
Mr. Marty Carpenter
Mr. Don Salazar
Mr. Jordan Slater
Mr. Clint Costley (Alumni Representative)

Excused:

Ms. Scott Fairbanks
Mr. Jeff Stephens
Ms. Danielle Croyle

Via Telephone: Ms. Karen Fairbanks

Weber State University Representatives:

Dr. Brad Mortensen, President
Dr. Norm Tarbox, Vice President for Administrative Affairs
Dr. Madonne Miner, Provost
Dr. Brett Perozzi, Vice President for Student Affairs
Dr. Bret Ellis, Vice President for Information Technology
Dr. Jack Rasmussen, Dean, College of Education
Dr. Jennifer Turley, Professor of Nutrition/Chair Athletic Training and Nutrition
Dr. Saori Hanaki, Assistant Professor, Exercise and Sports Science
Dr. Richard Fry, Professor // Computer Science, EAST
Ms. Jesselie Anderson, Utah Board of Regents
Ms. Stephanie Hollist, Deputy General Counsel
Ms. Jackie Shafer, Chair, Staff Advisory Committee
Ms. Allison Hess, Director, Public Relations
Ms. Sherri Cox, Administrative Associate

Press:

No members of the press were present

Clint Costley, alumni representative, shared information about the H Aldous Dixon Award Luncheon which will be held tomorrow, March 20, at 12:00 noon.

There was no staff advisory committee report given.

Business
Committee
Report
Action Items

VIII. Nolan Karras, serving as chair of the Business Committee, brought the following report before the Board of Trustees:

1. FY20 General Fees Increase and Budget - Vice President Brett Perozzi explained that this is primarily a student process with 10 students and 2 faculty that sit on the board. They allocate the difference in funding for student fees from one year to the next. They voted to approve a 3% student fee increase.

ACTION

On a motion to approve the FY20 general student fees budget with an increase of 3%, made by Mr. Jordan Slater seconded by Mr. Marty Carpenter, the Board of Trustees unanimously approved the motion.

2. FY20 Tuition Rate Increase – President Mortensen spoke to students at the Truth in Tuition hearing on March 11, 2019. An increase of tuition by 2-3% was proposed to the student senate to cover several different areas. The student senate was supportive of this increase. After legislative sessions were completed, it was determined that a 2% tuition increase would be sufficient to meet the needs of WSU.

ACTION

On a motion to approve the packet of changes pertaining to the FY20 tuition rate increase of 2%, made by Mr. Don Salazar seconded by Ms. Kearston Cutrbus, the Board of Trustees unanimously approved the motion.

3. WSU Policy, PPM 6-8, student fee policy changes were discussed during the Business Committee meeting. The Board of Regents has a policy in place. Changes to this policy puts WSU in better alignment with their policy. Students recommended a change to the wording and viewpoint neutrality was added.

ACTION

On a motion to approve the changes to PPM 6-8 made by Jordan Slater, with a second by Marty Carpenter, the motion



 Weber State University Student Association Senate

Senate Official Session
Minutes

 Monday, March 11, 2019

- 1. Call to Order**
- 2. Welcome to the 2018-2019 Session of the WSUSA Senate**
- 3. Opening Business**
 - A. Attendance
 - B. Pledge of Allegiance
 - C. Agenda Amendments
 - D. Agenda approved**
- 4. Officer Reports**
 - A. Minsum Choi – WSUSA Senate President
 - a. Elections Week
 - b. Voting opens tomorrow and closes Thursday
 - c. Weber's got talent is Friday the 15th
 - B. Jordan Slater – WSUSA Student Body President
 - a. Encourage fellow students to vote for the elections this upcoming week
 - b. Dance marathon is march 30th start raising money
- 5. Special Presentations**
 - A. Brad Mortensen – Truth in Tuition
 - a. This hearing is to advertise the tuition increase and to give students a chance to ask questions and give input. Tuition is about 45% of the total budget of Weber State. The average for Utah is about 48%. For the average full time student it is currently \$4,892.
 - B. Why a tuition increase?**
 - a. Legislative funding match requirements, a 2% salary increase along with health/dental, liability/ property and attorney general fees.
 - b. Legislative funding shortfalls- Compensation (salary and health/dental increase)
 - c. Inflationary cost increases- it is harder to attract workers at the university and so we need to pay more to the faculty and staff.
 - d. March 29th final tuition decisions by the state board of regents. A 2% increase would be 43 dollars a semester and a 3% increase would be 78 dollars per semester.



C. Questions-

- a. **What was the compensation?** It will be about a 2-3% range and tuition covers it
- b. **Did the two tear system go away?** For 15 years there has been a two tear system, the first tear was to cover the legislative funding match, this year they are not setting the first tear at all. We are trying to incorporate both into one approval.
- c. **Do you plan to do more tuition increases later on?** This is for 2019/2020 so for summer, fall, and spring these will be in place. We will most likely have to increase tuition again in coming years.
- d. **Is there a chance tuition increase could go to 5 or 6%?** We are committed to keeping the maximum at 3% increase.
- e. **Are all Tuition prices in the state are going to go up, not just Weber?** Yes, all the other campuses are going through this process as well.
- f. **Do the tuition increases effect all students equally?** There are 4 different tuition categories at the graduate level and it will affect all of those categories as well as undergraduate tuition. It could be a higher increase for some students.
- g. **Motion for support of student tuition funding increase- Motion Senator Hall, second Senator Benson**
- h. **All students present were in support of the potential tuition increase, which includes Student Senators, WSUSA President, WSUSA Senate President, and Supreme Court Chief Justice.**

D. Abigail Anderson – Seeking Position of Supreme Court Associate Justice

- E. This is her second year at weber state, she is an accounting major. She understands that this position is about helping out with elections and coming to meetings to make sure we are upholding all the bi laws of the constitution. She has been looking into the bi laws and read the constitution and she understands that we represent the student body. She understands that the judicial branch is about checks and balances.

20 YEA, 0 NEA, 2 ABSTENSIONS

6. Issues Forum

7. Motion to open issues forum- senator bailey with motion, senator Lund with second

- A. Eduardo Franko is a student here and he would like to talk about feminine hygiene products on campus. In New York they have free feminine hygiene products on campus, this has helped women with grades and feeling supported on campus. There are many companies that will donate these products to our school. He has talked to the women's center on campus and they provide services themselves which some women would be

**SNOW COLLEGE**

BOARD OF TRUSTEES

TO: Utah State Board of Regents
FROM: Snow College Board of Trustees Chair, Scott Bushnell
DATE: March 19, 2019
SUBJECT: Tuition and Fee Discussion and Approval

Thank you for your interest in our tuition and fee discussion and decision. During our March 15, 2019 Board of Trustees' meeting, we had a robust discussion about tuition at Snow College. We voted unanimously to support the administration's recommendation of a 2.5% tuition increase and a \$5/semester student fee increase.

We would like to emphasize the importance of affordability and accessibility at Snow College while maintaining a high level of quality at our institution. This modest increase (< \$75 for both residential tuition and fees) will allow the college to meet the mandated costs for a quality education while maintaining student accessibility.

We, again, appreciate your consideration of our recommendation. We express our thanks to President Carlston, Student Body President Devey, and the administration for their work to have this process be thorough, transparent, and inclusive with both of our campuses.

March 19, 2019

Board of Regents
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, UT 8410

Dear Board of Regents,

I would like to address the topic of the increase in student fees for the 2019-20 academic year. I know that as a Board member you have many other obligations, so I would like to thank you for your time in reading this letter.

The Snow College Student Association would like to send their support and endorsement of increasing tuition by 2.5% to support faculty, staff and students in their academic pursuits. Snow College prides itself on its affordability. When the tuition changes were proposed to students there was overwhelming support that Snow College stays the most affordable in the USHE system. The competition for the most affordable school is becoming increasingly tight with USU Eastern and SLCC only slightly more expensive than us. With that in mind, Students felt that these changes were needed for the college to continue to fulfill its mission.

Something that I hold in high regards is the caliber of our students, not only did they support raising tuition to support faculty and staff, but they also unanimously supported increasing tuition to increase our scholarship fund, so more students have the opportunity to get an education. In the Snow College Mission Statement, it says that Snow College “encourages a culture of innovation and cultivates an atmosphere of engagement to advance students in their achievements of their educational goals.” With the increase in tuition every part of our mission statement can be more wholly fulfilled. First, in aiding faculty and staff compensation efforts we will be able to enhance our culture of innovation and atmosphere of engagement. Second, we will be able to help students achieve their educational goals.

Board Members, the Snow College Student Association and I would like to thank you again for reviewing the tuition increase for the next academic year. At Snow College we know that affordability is a top priority of our students. We firmly believe that these changes will aid students in achieving their educational goals.

Sincerely,

Jared Devey
Student Body President 2018-19



Cajun Syrett

Student Body President

Gardner Student Center
225 South 700 East
St. George, UT 84770

March 13, 2019

To Whom It May Concern:

This year Dixie State University Student Fee Allocation committee conducted a very successful review process. As a committee, we investigated a number of different entities who currently receive student fee funding, and have made our recommendation for the amount of fee increases.

During the 2018-2019 academic year, the students of DSU paid \$397.50 in fees each semester. Keeping the purpose of student fees in mind and balancing the needs of the student body we are recommending an increase of 2.64%, which will add an additional \$10.50 in student fees per semester – for a new total of \$408.00.

The proposed student fee increase, as well as the potential 4-6% tuition increase, were presented to the public on March 5, 2019 at the Truth in Tuition forum. The presentations explained the reason as to why these increases are necessary to improve our institution and student experience on campus.

There is a definitive need for each of the fees being recommended for an increase. Following the approval of the proposal to the DSU Board of Trustees, it is our hope that this new fee and tuition increase be approved.

Warm regards,

Cajun Syrett
2018-2019 DSUSA President



UTAH VALLEY UNIVERSITY
BOARD of TRUSTEES

TO: Utah State Board of Regents
 FROM: Elaine S. Dalton, Chair, Utah Valley University Board of Trustees
 DATE: March 14, 2019
 SUBJECT: UVU's Proposed 2019-20 Tuition Increase

As outlined in Regents Policy R510, *Tuition*, UVU administration has consulted with UVU's Board of Trustees during the development and finalization of UVU's proposed 2019-20 tuition increase. The proposal below was reviewed by the Trustees Finance and Facilities Committee and approved by the Trustees Executive Committee, both on March 14, 2019. On March 27, the Trustees Executive Committee will present their action to the full Board for ratification.

Proposed Increase

After careful consideration, the Board of Trustees Executive Committee voted in support of UVU's recommended 2019-20 undergraduate tuition increase of 1.7 percent and graduate tuition rate increases between 1.5 and 1.8 percent (varies slightly by program) as shown below.

This proposed increase is consistent with UVU's access mission and commitment to keeping tuition and fees low and recognizes the new state tax fund support provided by the 2019 legislature. In recommending tuition and fee changes, the Board of Trustees is guided by the Board of Regents objective of affordable participation and by UVU's commitment to affordable access in support of our dual mission of community college and university. The proposed increase of 1.7 percent is the second lowest percentage and dollar amount increase in the past decade.

Proposed Use of Revenue

The proposed tuition increase will generate \$2,279,564. These funds will be utilized as follows:

2.5% labor market increase for salary/wages	\$1,114,593
4.35% medical premium increase	\$338,954
Risk Management rate increase	\$156,100
Faculty Rank/Tenure/Promotion/Merit	\$442,538
Student Mental Health Services	\$227,379
Total	\$2,279,564

Tuition Comparison

Per Semester	Tuition				Tuition & Fees			
	2018-19	Proposed 2019-20	Change		2018-19	Proposed 2019-20	Change	
			Amount	Percent			Amount	Percent
Undergraduate (15 credits)								
Resident	\$2,518	\$2,561	\$43	1.7%	\$2,863	\$2,910	\$47	1.6%
Non-resident	\$7,803	\$7,936	\$133	1.7%	\$8,148	\$8,285	\$137	1.7%
Graduate Base, MEd, MSN (10 credits)								
Resident	\$2,830	\$2,880	\$50	1.8%	\$3,180	\$3,230	\$50	1.6%
Non-resident	\$8,630	\$8,780	\$150	1.7%	\$8,980	\$9,130	\$150	1.7%
MBA (10 credits)								
Resident	\$6,120	\$6,210	\$90	1.5%	\$6,470	\$6,560	\$90	1.4%
Non-resident	\$13,280	\$13,490	\$210	1.6%	\$13,630	\$13,840	\$210	1.5%
Macc, MPFA (10 credits)								
Resident	\$5,010	\$5,100	\$90	1.8%	\$5,360	\$5,450	\$90	1.7%
Non-resident	\$12,170	\$12,380	\$210	1.7%	\$12,520	\$12,730	\$210	1.7%
MSW, MaMFT (10 credits)								
Resident	\$3,550	\$3,610	\$60	1.7%	\$3,900	\$3,960	\$60	1.5%
Non-resident	\$9,350	\$9,510	\$160	1.7%	\$9,700	\$9,860	\$160	1.6%
Computer Science (10 credits)								
Resident	\$3,800	\$3,870	\$70	1.8%	\$4,150	\$4,220	\$70	1.7%
Non-resident	\$9,600	\$9,760	\$160	1.7%	\$9,950	\$10,110	\$160	1.6%
Cybersecurity, MPS (10 credits)								
Resident	\$4,060	\$4,130	\$70	1.7%	\$4,410	\$4,480	\$70	1.6%
Non-resident	\$9,860	\$10,030	\$170	1.7%	\$10,210	\$10,380	\$170	1.7%



UTAH VALLEY UNIVERSITY

STUDENT LEADERSHIP & INVOLVEMENT

TO: Utah State Board of Regents
FROM: Marc Reynolds, UVUSA President
DATE: March 14, 2019
SUBJECT: UVU's Proposed 2019-20 Tuition Increase

As outlined in Regents Policy R510, *Tuition*, UVU administration has consulted with UVUSA and held a Truth in Tuition hearing during the development of UVU's proposed 2019-20 tuition increase. The room was filled to capacity with students and other members of the UVU community. Those students and other hearing attendees engaged in a robust discussion, asked meaningful questions, and shared personal stories concerning the affordability of UVU. Students who attended the hearing voiced concerns about keeping tuition at an affordable rate while being able to fund the resources necessary in order to better serve our student population – especially in matters concerning mental health. As the proposed increase falls below what was initially broadcast to the campus community, UVUSA feels confident that administration has listened to the student voice and is in full support of UVU's efforts to enhance student mental health services.

March 18, 2019

Harris S. Simmons, Chair
Utah State Board of Regents
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, UT 84101

Dear Regents:

The Salt Lake Community College Board of Trustees met on March 13, 2019 and voted unanimously to approve a 2% increase to student tuition and a 3.8% increase to student fees.

SLCC held a Truth in Tuition Hearing on March 7, 2019 and comments from that hearing were provided to trustees along with a letter from the SLCC Student Association President indicating support for the increases. Trustees also had the opportunity to review a past tuition percent history before making a final decision.

If you have any questions or need further information concerning this, please contact President Huftalin's office at (801) 957-4227.

Sincerely,



Clint Ensign, Chair
SLCC Board of Trustees

cc: David L. Buhler, Commissioner of Higher Education
Denece G. Huftalin, SLCC President



March 7, 2019

Dear Members of Salt Lake Community College Board of Trustees,

This year I had the opportunity to be a part of SLCC's student fee board. As a member of this board I worked alongside four other students in identifying needs and recommending adjustment to the student fees for the 2019-2020 year. In compliance with Regent Policy, I am writing to express my support for Salt Lake Community College's proposed 3.8% student fee increase for 2019-2020.

As a committee we investigated a number of different entities who currently receive student funding and the board came to the realization of high demand for services provided at SLCC. Keeping the purpose of student fees in mind and the needs of the student body we are recommending a \$9.00 increase in student fees – for a total of \$246.00 for a full time student.

The raise will continue to support student access to quality, accessible, and affordable medical care, mental health counseling, and health education. Included are also services that allow students to access the entire UTA transportation network and affordable child care services. Lastly, our students have requested funding for the new Gender & Sexuality Student Resource Center. The fee board has recommended a \$2.00 new fee to fund this project.

At the March 7 Truth in Tuition hearing, President Huftalin explained the possible range of tuition increases students face for the 2019-2020 year. Students had the opportunity to ask questions about the College's priorities and how new funding would be allocated. Based on the feedback we received from students at the forum, and those who texted in questions from the live-streams at our multiple locations. The Executive Council and I are comfortable supporting the proposed range of tuition increases up to 3.5% for next year.

Thank you for your support and leadership of higher education at Salt Lake Community College and for all you do for the students.

Sincerely,

A handwritten signature in black ink, appearing to read "Alvaro Jr. Martinez", written over a light blue and yellow background.

Alvaro Jr. Martinez
Student Association President
Salt Lake Community College Student Association
Office: 801-957-4566
alvaro.martinezjr@slcc.edu

March 20, 2019

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – Proposed Student Fee Adjustments for 2019-2020

Issue

Board of Regent Policy R516, *General Student Fees* requires the Board to approve all general student fee adjustments, normally done in conjunction with annual determination of tuition rates. Utah System of Higher Education (USHE) institutions seek Board approval of their general student fee schedules for 2019-20.

Background

General student fees are in addition to tuition and intended to help support various institution programs or needs such as student activities, building, buildings, athletics, student health, technology, and transportation. Each institution has a student fee advisory board to oversee the creation, review and maintenance of required student fees, with policy that includes following:

- Fee must be supported by a demonstrated need
- Clear statement describing the fee
- Sound budgetary plan
- Periodic monitoring
- Adequacy of the fee in accomplishing the stated objective
- Maintain minimal account balances
- Adequate documentation describing the rationale
- Planned uses of revenue
- Annual report from each student fee program manager

If an institution is proposing to increase general student fees, they are required to submit a letter of support to the Board from student leadership. Documents of support from institutional Boards of Trustees are recommended to insure complete review and approval.

The following table represents the proposed dollar and percent increase for 2019-2020 based on 15 credit hour load for two semesters by institution. The USHE simple average is 2.1%.

Institution	Dollars	Percent
U of Utah	\$22.00	1.8%
USU	\$25.78	2.4%
WSU	\$29.02	3.0%
SUU	\$0.00	0.0%
Snow	\$10.00	2.4%
DSU	\$21.00	2.6%
UVU	\$8.00	1.2%
SLCC	\$18.00	3.8%
USHE Simple Average		2.1%

The following attachments summarize proposed changes and demonstrate institutional support.

- Attachment 1: Summary of proposed changes for each institution
- Attachment 2: Summary of USHE 2019-20 annual fees for a full-time student
- Attachment 3: Summary and comparison of 2019-20 annual fees by institution and credit hour
- Attachment 4: Ten-year history of fee increases for the USHE institutions
- Attachment 5: U of Utah supporting documents from Trustees and student leadership
- Attachment 6: USU supporting documents from Trustees and student leadership
- Attachment 7: WSU supporting documents from Trustees and student leadership
- Attachment 8: Snow supporting documents from Trustees and student leadership
- Attachment 9: DSU supporting documents from Trustees and student leadership
- Attachment 10: UVU supporting documents from Trustees and student leadership
- Attachment 11: SLCC supporting documents from Trustees and student leadership

Commissioner's Recommendation

The Commissioner recommends approval of the proposed student fee schedules for 2019-20.

David L. Buhler
Commissioner for Higher Education

DLB/KLH/BLS
Attachments

Summary of Recommended 2019-20 Undergraduate Fee Changes

15 Credit Hour Load for 2 Semesters

Institution and Fee Type	Increase from 2018-19	
	Dollars	Percent
University of Utah		
<i>Health</i>		
Mental Health	22.00	275.0%
Total Increase	\$22.00	1.8%
Utah State University		
<i>Student Activity/Support Fees</i>		
Activity	0.72	1.0%
Campus Recreation	1.02	1.4%
Library	0.04	0.1%
Music & Theater	0.06	0.3%
Counseling & Psychological Services	20.92	298.9%
<i>Building Support Fees</i>		
Building	0.32	1.8%
<i>Health Fees</i>		
Health Services	2.12	2.4%
<i>Technology Fees</i>		
Computer Labs	0.38	0.3%
<i>Transportation Fees</i>		
Aggie Shuttle	0.06	0.1%
Blue Bikes	0.06	1.1%
<i>Other Fees</i>		
Sustainability	0.08	1.3%
Total Increase	\$25.78	2.4%
Weber State University		
<i>Student Activity/ Support Fees</i>		
Activity	16.04	6.7%
Recreation	1.56	2.1%
<i>Building Bond Fees</i>		
Building	3.74	1.5%
<i>Building Support Fees</i>		
Union Building	0.56	0.8%
<i>Athletic Fees</i>		
Athletics	4.70	3.2%
<i>Health Fees</i>		
Medical	2.54	4.3%
<i>Technology Fees</i>		
Student Computer Labs	-0.04	-0.1%
Computer	-0.78	-2.8%
<i>Transportation Fees</i>		
Transportation	0.70	4.8%
Total Increase	\$29.02	3.0%
Snow College		
<i>Other</i>		
Graduation	10.00	New
Total Increase	\$10.00	2.4%

Institution and Fee Type	Increase from 2018-19	
	Dollars	Percent
Dixie State University		
<i>Student Activity/ Support Fees</i>		
Student Involvement	2.00	5.3%
One-Time Fund	2.00	20.0%
Writing Center	4.50	56.3%
Student Inclusion	2.00	20.0%
Dixie Sun News	(0.50)	-25.0%
Student ID Card	(2.00)	-100.0%
<i>Building Support Fees</i>		
Human Performance Center	22.00	9.5%
Campus Facilities Maintenance	(9.00)	-100.0%
<i>Athletic Fees</i>		
Athletics	42.00	25.9%
<i>Technology Fees</i>		
Instructional Computers	-42.00	-80.8%
Total Increase	\$21.00	2.6%
Utah Valley University		
<i>Student Activity/ Support Fees</i>		
Student Programs	0.70	0.8%
Campus Recreation	5.08	11.2%
<i>Building Bond Fees</i>		
Building	(3.38)	-1.8%
<i>Building Support Fees</i>		
Student Center	4.00	6.9%
Student Life & Wellness Center	(2.00)	-4.0%
<i>Health Fees</i>		
Health Services	3.60	18.6%
Total Increase	8.00	1.2%
Salt Lake Community College		
<i>Student Activity/ Support Fees</i>		
Child Care	2.00	12.1%
Community Service	1.00	10.5%
Arts and Cultural Events	-0.50	-7.7%
Gender & Sexuality Student Center	4.00	New
<i>Building Support Fees</i>		
Union Building	-1.00	-1.7%
<i>Athletics</i>		
Athletics	4.00	5.5%
<i>Health Fees</i>		
Health and Wellness Center	7.50	19.2%
<i>Transportation Fees</i>		
Transportation Fees	1.00	14.3%
Total Increase	\$18.00	3.8%

2019-20 UNDERGRADUATE STUDENT FEES

Annual Fee Rate for a Full-Time Student (15 Credit Hours for 2 Consecutive Semesters)

	UU	USU	WSU	SUU	Snow	DSU	UVU	SLCC
Fees								
Student Activity/ Support Fees	302.06	261.70	351.56	131.50	99.20	244.00	143.50	152.50
Building Bond Fees	-	276.64	249.00	182.00	-	-	183.00	118.00
Building Support Fees	348.48	17.74	72.84	140.00	176.30	316.50	109.84	59.00
Athletic Fees	165.38	274.16	150.38	206.00	75.00	204.00	209.70	77.00
Health Fees	70.96	90.46	61.68	40.00	25.60	41.50	22.94	46.50
Technology Fees	238.90	133.62	95.42	64.00	39.90	10.00	15.94	29.50
Transportation Fees	116.70	47.40	15.38	-	-	-	13.08	8.00
Other Fees	5.00	6.06	-	-	10.00	-	-	1.50
Total Fees	\$1,247.48	\$1,107.78	\$996.26	\$763.50	\$426.00	\$816.00	\$698.00	\$492.00

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have different fee schedules (typically lower)

Summary of General Student Fees 2018-19 vs. 2019-20 (for a Full-time Student 2 semesters - 15 credit hours each)

University of Utah: Fees					
Fee Category	Fee Description	2018-19 Fees	2019-20 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	ASUU	\$46.24	\$46.24	-	0.0%
	Collegiate Readership Program	6.20	6.20	-	0.0%
	Fine Arts	35.00	35.00	-	0.0%
	Library	27.00	27.00	-	0.0%
	Publications	18.00	18.00	-	0.0%
	Recreation	37.62	37.62	-	0.0%
	Money Management	6.00	6.00	-	0.0%
	Study Abroad	6.00	6.00	-	0.0%
	Student Life Center	120.00	120.00	-	0.0%
	Subtotal	302.06	302.06	-	0.0%
2. Building Support Fees	Building	238.48	238.48	-	0.0%
	Utilities	20.00	20.00	-	0.0%
	Gardner Commons	90.00	90.00	-	0.0%
	Subtotal	348.48	348.48	-	0.0%
3. Athletic Fees	Athletics	165.38	165.38	-	0.0%
4. Health Fees	Health	40.96	40.96	-	0.0%
	Mental Health	8.00	30.00	22.00	275.0%
	Subtotal	48.96	70.96	22.00	44.9%
5. Technology Fees	Computer Fee	238.90	238.90	-	0.0%
6. Transportation Fees	Transportation	116.70	116.70	-	0.0%
7. Other Fees	Sustainability	5.00	5.00	-	0.0%
Total Fees		\$1,225.48	\$1,247.48	\$22.00	1.8%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2019-20 per Semester

University of Utah: Undergraduate Fees	
Credit Hours	\$ Amount
1	\$468.76
2	479.83
3	490.90
4	501.97
5	513.04
6	524.11
7	535.18
8	546.25
9	557.32
10	568.39
11	579.46
12	590.53
13	601.60
14	612.67
15	623.74
16	628.16
17	632.58
18	637.00
19	641.42
20	645.84
21	650.26
22	654.68
23	659.10
24	663.52
25	\$667.94

Summary of General Student Fees 2018-19 vs. 2019-20 (for a Full-time Student 2 semesters - 15 credit hours each)

Utah State University: Fees					
Fee Category	Fee Description	2018-19 Fees	2019-20 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Activity	\$73.14	\$73.86	0.72	1.0%
	Campus Recreation	72.30	73.32	1.02	1.4%
	Library	65.34	65.38	0.04	0.1%
	Music & Theater	21.16	21.22	0.06	0.3%
	Counseling & Psychological Services	7.00	27.92	20.92	298.9%
	Subtotal	238.94	261.70	22.76	9.5%
2. Building Bond Fees	Building	276.64	276.64	-	0.0%
3. Building Support Fees	Building	17.42	17.74	0.32	1.8%
4. Athletic Fees	Athletics	274.16	274.16	-	0.0%
5. Health Fees	Health Services	88.34	90.46	2.12	2.4%
6. Technology Fees	Computer Labs	133.24	133.62	0.38	0.3%
7. Transportation Fees	Aggie Shuttle	41.84	41.90	0.06	0.1%
	Blue Bikes	5.44	5.50	0.06	1.1%
	Subtotal	47.28	47.40	0.12	0.3%
8. Other Fees	Sustainability	5.98	6.06	0.08	1.3%
Total Fees		\$1,082.00	\$1,107.78	\$25.78	2.4%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2019-20 per Semester

Utah State University Fees	
Credit Hours	\$ Amount
1	\$365.24
2	382.39
3	399.54
4	416.69
5	433.84
6	450.99
7	468.14
8	485.29
9	502.44
10	519.59
11	536.74
12	553.89
13	553.89
14	553.89
15	553.89
16	553.89
17	553.89
18	553.89
19	571.04
20	588.19
21	605.34
22	622.49
23	639.64
24	656.79
25	\$673.94

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have different fee schedules (typically lower)

Summary of General Student Fees 2018-19 vs. 2019-20 (for a Full-time Student 2 semesters - 15 credit hours each)

Weber State University: Fees					
Fee Category	Fee Description	2018-19 Fees	2019-20 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Activity	\$239.18	\$255.22	16.04	6.7%
	Recreation	75.78	77.34	1.56	2.1%
	ID Cards/Student Support	19.00	19.00	-	0.0%
	Subtotal	333.96	351.56	17.60	5.3%
2. Building Bond Fees	Building	245.26	249.00	3.74	1.5%
3. Building Support Fees	Union Building	72.28	72.84	0.56	0.8%
4. Athletic Fees	Athletic	145.68	150.38	4.70	3.2%
5. Health Fees	Medical	59.14	61.68	2.54	4.3%
6. Technology Fees	Computer	68.34	68.30	(0.04)	-0.1%
	Student Computer Labs	27.90	27.12	(0.78)	-2.8%
	Subtotal	96.24	95.42	(0.82)	-0.9%
7. Transportation Fees	Transportation	14.68	15.38	0.70	4.8%
Total Fees		\$967.24	\$996.26	\$29.02	3.0%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2019-20 per Semester

Weber State University Fees	
Credit Hours	\$ Amount
1	\$132.63
2	169.18
3	205.73
4	242.28
5	278.83
6	315.38
7	351.93
8	388.48
9	425.03
10	461.58
11	498.13
12	498.13
13	498.13
14	498.13
15	498.13
16	498.13
17	498.13
20	498.13
19	498.13
20	498.13
21	498.13
22	498.13
23	498.13
24	498.13
25	\$498.13

Summary of General Student Fees 2018-19 vs. 2019-20 (for a Full-time Student 2 semesters - 15 credit hours each)

Southern Utah University: Fees

Fee Category	Fee Description	2018-19 Fees	2019-20 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Student Association	21.50	21.50	-	0.0%
	Outdoor Recreation	16.00	16.00	-	0.0%
	University Journal	11.00	11.00	-	0.0%
	Student Center Activity	38.00	38.00	-	0.0%
	Campus Recreation	10.00	10.00	-	0.0%
	Community Engagement	9.50	9.50	-	0.0%
	Theatre Arts & Dance	8.00	8.00	-	0.0%
	Music	6.50	6.50	-	0.0%
	Student I.D.	3.00	3.00	-	0.0%
	Civic Engagement	2.00	2.00	-	0.0%
	Tutoring Center	6.00	6.00	-	0.0%
	Subtotal	131.50	131.50	-	0.0%
2. Building Bond Fees	Building	182.00	182.00	-	0.0%
3. Building Support Fees	Building	140.00	140.00	-	0.0%
4. Athletic Fees	Athletics	206.00	206.00	-	0.0%
5. Health Fees	Counseling	40.00	40.00	-	0.0%
6. Technology Fees	Computer	64.00	64.00	-	0.0%
	Total Fees	\$763.50	\$763.50	\$0.00	0.0%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2019-20 per Semester

Southern Utah University Fees

Credit Hours	\$ Amount
1	\$48.75
2	857.75
3	122.75
4	159.75
5	196.75
6	233.75
7	270.75
8	307.75
9	344.75
10	381.75
11	381.75
12	381.75
13	381.75
14	381.75
15	381.75
16	381.75
17	381.75
18	381.75
19	381.75
20	381.75
21	381.75
22	381.75
23	381.75
24	381.75
25	\$381.75

Summary of General Student Fees 2018-19 vs. 2019-20 (for a Full-time Student 2 semesters - 15 credit hours each)

Snow College: Fees

Fee Category	Fee Description	2018-19 Fees	2019-20 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Activity	\$68.30	\$68.30	-	0.0%
	Intramurals	12.00	12.00	-	0.0%
	Music	10.00	10.00	-	0.0%
	Theater	8.90	8.90	-	0.0%
	Subtotal	99.20	99.20	-	0.0%
2. Building Support Fees	Building	176.30	176.30	-	0.0%
3. Athletic Fees	Athletics	42.00	42.00	-	0.0%
	Activity Center	27.00	27.00	-	0.0%
	Fitness	6.00	6.00	-	0.0%
	Subtotal	75.00	75.00	-	0.0%
4. Health Fees	Wellness Center	20.00	20.00	-	0.0%
	Insurance	5.60	5.60	-	0.0%
	Subtotal	25.60	25.60	-	0.0%
5. Technology Fees	Computer	31.90	31.90	-	0.0%
	Communication	8.00	8.00	-	0.0%
	Subtotal	39.90	39.90	-	0.0%
6. Other	Graduation	0.00	10.00	10.00	New
Total Fees		\$416.00	\$426.00	\$10.00	2.4%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2019-20 per Semester

Snow College Fees

Credit Hours	\$ Amount
1	\$ -
2	-
3	73.00
4	93.00
5	113.00
6	133.00
7	153.00
8	173.00
9	193.00
10	213.00
11	213.00
12	213.00
13	213.00
14	213.00
15	213.00
16	213.00
17	213.00
18	213.00
19	213.00
20	213.00
21	213.00
22	213.00
23	213.00
24	213.00
25	\$213.00

Summary of General Student Fees 2018-19 vs. 2019-20 (for a Full-time Student 2 semesters - 15 credit hours each)

Dixie State University: Fees

Fee Category	Fee Description	2018-19 Fees	2019-20 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Associated Students (DSUSA)	\$72.00	\$72.00	-	0.0%
	Recreation/Intramurals/Fitness	58.00	58.00	-	0.0%
	Student Involvement	38.00	40.00	2.00	5.3%
	Testing Center	14.00	14.00	-	0.0%
	One-time Fund	10.00	12.00	2.00	20.0%
	Tutoring Center	9.00	9.00	-	0.0%
	Writing Center	8.00	12.50	4.50	56.3%
	Student Inclusion	10.00	12.00	2.00	20.0%
	Fine Arts	6.00	6.00	-	0.0%
	Radio & Broadcast Advertising	4.00	4.00	-	0.0%
	Institute of Politics and Public Affairs	3.00	3.00	-	0.0%
	Dixie Sun News	2.00	1.50	(0.50)	-25.0%
Student ID Card	2.00	0.00	(2.00)	-100.0%	
	Subtotal	236.00	244.00	8.00	3.4%
2. Building Support Fees	Human Performance Center Fund	231.50	253.50	22.00	9.5%
	Student Center Operations	53.00	53.00	-	0.0%
	New Student Center Fund	10.00	10.00	-	0.0%
	Campus Facilities Maintenance	9.00	0.00	(9.00)	-100.0%
	Subtotal	303.50	316.50	13.00	4.3%
3. Athletic Fee	Athletics	162.00	204.00	42.00	25.9%
4. Health Fees	Health and Wellness Center	41.00	41.00	-	0.0%
	AED	0.50	0.50	-	0.0%
	Subtotal	41.50	41.50	-	0.0%
5. Technology Fees	Instructional Computers	52.00	10.00	(42.00)	-80.8%
Total Fees		\$795.00	\$816.00	\$21.00	2.6%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2019-20 per Semester

Dixie State University Fees

Credit Hours	\$ Amount
1	\$34.00
2	68.00
3	102.00
4	136.00
5	170.00
6	204.00
7	238.00
8	272.00
9	306.00
10	340.00
11	374.00
12	408.00
20	408.00
14	408.00
15	408.00
16	408.00
17	408.00
18	408.00
19	408.00
20	408.00
21	408.00
22	408.00
23	408.00
24	408.00
25	\$408.00

Summary of General Student Fees 2018-19 vs. 2019-20 (for a Full-time Student 2 semesters - 15 credit hours each)

Utah Valley University: Fees

Fee Category	Fee Description	2018-19 Fees	2019-20 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Student Programs	\$92.38	\$93.08	0.70	0.8%
	Campus Recreation	45.34	50.42	5.08	11.2%
	Subtotal	137.72	143.50	5.78	4.2%
2. Building Bond Fees	Building Bond	186.38	183.00	(3.38)	-1.8%
3. Building Support Fees	Student Center	57.88	61.88	4.00	6.9%
	Student Life & Wellness Center	49.96	47.96	(2.00)	-4.0%
	Subtotal	107.84	109.84	2.00	1.9%
4. Athletic Fees	Athletics	209.70	209.70	-	0.0%
5. Health Fees	Health Services	19.34	22.94	3.60	18.6%
6. Technology Fees	Computer Lab	15.94	15.94	-	0.0%
7. Transportation Fees	UTA	13.08	13.08	-	0.0%
Total Fees		\$690.00	\$698.00	\$8.00	1.2%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2019-20 per Semester

Utah Valley University Fees

Credit Hours	\$ Amount
1	\$43.00
2	77.00
3	111.00
4	145.00
5	179.00
6	213.00
7	247.00
8	281.00
9	315.00
10	349.00
11	349.00
12	349.00
13	349.00
14	349.00
15	349.00
16	349.00
17	349.00
18	349.00
19	349.00
20	349.00
21	349.00
22	349.00
23	349.00
24	349.00
25	\$349.00

Summary of General Student Fees 2018-19 vs. 2019-20 (for a Full-time Student 2 semesters - 15 credit hours each)

Salt Lake Community College: Fees

Fee Category	Fee Description	2018-19 Fees	2019-20 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Activity Fee	\$54.00	\$54.00	-	0.0%
	Student Service Center	30.50	30.50	-	0.0%
	ID Card	25.00	25.00	-	0.0%
	Child Care	16.50	18.50	2.00	12.1%
	Community Service	9.50	10.50	1.00	10.5%
	Arts and Cultural Events	6.50	6.00	(0.50)	-7.7%
	Recreation	3.00	3.00	-	0.0%
	Publication - Student Newspaper	1.00	1.00	-	0.0%
	Gender & Sexuality Student Center	0.00	4.00	4.00	New
	Subtotal	146.00	152.50	6.50	4.5%
2. Building Bond Fees	Building Fee	118.00	118.00	-	0.0%
3. Building Support Fees	Union Building	60.00	59.00	(1.00)	-1.7%
4. Athletic Fees	Athletics	73.00	77.00	4.00	5.5%
5. Health Fees	Health and Wellness Center	39.00	46.50	7.50	19.2%
6. Technology Fees	Computer/Technology	29.50	29.50	-	0.0%
7. Transportation Fees	Transportation Fee	7.00	8.00	1.00	14.3%
8. Other Fees	Sustainability Fee	1.50	1.50	-	0.0%
	Total Fees	\$474.00	\$492.00	\$18.00	3.8%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2019-20 per Semester

Salt Lake Community College Fees

Credit Hours	\$ Amount
1	\$66.00
2	99.50
3	139.50
4	168.25
5	198.00
6	223.00
7	229.00
8	233.00
9	246.00
10	246.00
11	246.00
12	246.00
13	246.00
14	246.00
15	246.00
16	246.00
17	246.00
18	246.00
20	246.00
20	246.00
21	246.00
22	246.00
23	246.00
24	246.00
25	\$246.00

HISTORY OF GENERAL UNDERGRADUATE STUDENT FEES AND PERCENTAGE INCREASES

2010-11 through 2019-20 Proposed

Fifteen Credit Hour Load -- 2 Semesters

Ten Year History and Proposed 2019-20 Amounts by Institution

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
U of U	\$846.92	\$912.76	\$938.02	\$946.32	\$1,066.32	\$1,067.28	\$1,109.98	\$1,127.48	\$1,225.48	\$1,247.48
USU	804.36	825.88	909.70	912.10	929.68	1,046.26	1,051.70	1,070.14	1,082.00	1,107.78
WSU	751.62	774.20	806.72	830.90	857.52	883.32	911.72	939.06	967.24	996.26
SUU	540.00	540.00	616.00	716.00	722.00	721.50	755.50	757.50	763.50	763.50
Snow	390.00	390.00	390.00	390.00	390.00	396.00	390.40	416.00	416.00	426.00
DSU	549.20	600.00	620.00	643.00	662.00	712.00	736.00	772.00	795.00	816.00
UVU	616.00	640.00	664.00	718.00	728.00	708.00	690.00	690.00	690.00	698.00
SLCC	412.00	412.00	411.00	418.00	428.50	438.50	450.50	461.50	474.00	492.00
USHE ⁽¹⁾	\$613.76	\$636.86	\$669.43	\$696.79	\$723.00	\$746.61	\$761.98	\$779.21	\$801.65	\$818.38

Ten Year History and Proposed 2019-20 Percent Change from Prior Year by Institution

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
U of U	7.3%	7.8%	2.8%	0.9%	12.7%	0.1%	4.0%	1.6%	8.7%	1.8%
USU	2.5%	2.7%	10.1%	0.3%	1.9%	12.5%	0.5%	1.8%	1.1%	2.4%
WSU	3.0%	3.0%	4.2%	3.0%	3.2%	3.0%	3.2%	3.0%	3.0%	3.0%
SUU	0.2%	-	14.1%	16.2%	0.8%	-0.1%	4.7%	0.3%	0.8%	0.0%
Snow	-	-	-	-	-	1.5%	-1.4%	6.6%	0.0%	2.4%
DSU	8.7%	9.3%	3.3%	3.7%	3.0%	7.6%	3.4%	4.9%	3.0%	2.6%
UVU	5.5%	3.9%	3.8%	8.1%	1.4%	-2.7%	-2.5%	0.0%	0.0%	1.2%
SLCC	-0.5%	-	-0.2%	1.7%	2.5%	2.3%	2.7%	2.4%	2.7%	3.8%
USHE ⁽¹⁾	3.4%	3.8%	5.1%	4.1%	3.8%	3.3%	2.1%	2.3%	2.9%	2.1%

(1) Simple averages

Action Item: Proposed Increases in Tuition and Mandatory Fees for 2019-20

Background

The annual process to determine tuition and mandatory fee increases includes an analytical component (a needs analysis, along with comparisons with tuition elsewhere, general price inflation, and other economic benchmarks), discussions with student leadership, a formal “Truth in Tuition” meeting open to students and the public, and review and approval by both Trustees and Regents.

The Board of Regents revised their Tuition policy in 2018. The two-tiered tuition structure that had been in place since 2001 was eliminated. The current policy allows the president of each institution, in consultation with their Board of Trustees and student body leadership, to recommend institutional tuition rate adjustments to the Board of Regents.

Tuition

The Regents will approve tuition increases at their meeting on Thursday and Friday, March 28th and 29th. The Legislature will take final action on funding for higher education before Friday, March 15th. The Truth in Tuition meeting will be held on Tuesday, March 19th. Our Truth in Tuition presentation will discuss **a proposed total tuition increase not to exceed 3.9%**.

A 3.9% tuition increase would generate approximately \$12,600,000 for undergraduate, graduate, medical and dental education programs and support areas. The initiatives we are looking to invest in include: Affordable Access; Timely Completion; Workforce and Research; and Strategic Growth and Capacity initiatives. This increase would also be used to provide the 25% contribution to the requested 2% USHE compensation increase. When the Legislature provides funds for compensation, the University of Utah must provide 25% of that increase. Funds are also needed for strategic equity and merit pay for faculty and staff. Other areas requiring funding include campus safety initiatives and maintenance.

Online Tuition Proposal

We are proposing a new online tuition/fee structure. This will be for online only enrolled undergraduate students, regardless of residential status. We are requesting a tuition/fee rate of \$260 per credit hour. This is composed of \$200 per credit hour assigned as base tuition and \$60 per credit in support of online and student support services. General student fees will be waived. The details of this proposal are contained in *Appendix A*.

Differential Tuition Proposal

The School of Medicine would like to propose a new differential tuition for the Master of Science in Clinical Investigation (MSCI). This program prepares trainees for careers in clinical investigation, both in academic medicine and the allied health sciences. The program is designed to support a mentored research experience for fellows and junior faculty members at

the School of Medicine and other health science departments. The differential requested is \$153.87 per credit hour. The details of the request are included in Appendix B.

All **established differentials** are requesting up to the same increase, 3.9%, as the general tuition increase for FY2020 or a lesser percentage.

Mandatory Fees

A schedule of proposed increases/decreases in mandatory fees, that is, fees paid by all students each academic term, is shown below. The proposal is to increase the mental health fee by \$11 per semester. During the 2017 session of the Utah Legislature a resolution was passed declaring student mental health a public health crisis on Utah's college campuses. The Board of Regents convened a Mental Health Working Group that concluded, among other suggestions, that students needed better education concerning mental health and access to services. The mental health fee was first approved for FY2019. This fee is used to provide additional mental health services and student education. Total fees would increase from \$612.74 to \$623.74 per semester for a full-time undergraduate student taking 15 credit hours. This is an increase of 1.8%.

STUDENT FEE SUMMARY				
FEE	FY2019 Amount per Semester	Proposed Increase/Decrease	Proposed FY2020 Amount per Semester	% Increase/Decrease
ASUU ACTIVITY	23.12		23.12	
ATHLETICS STUDENT FEE	82.69		82.69	
BUILDING	119.24		119.24	
CAMPUS RECREATION	18.81		18.81	
COLLEGIATE READERSHIP PROGRAM	3.10		3.10	
COMPUTER FEE	119.45		119.45	
FINE ARTS FEE	17.50		17.50	
GARDNER COMMONS	45.00		45.00	
HEALTH	20.48		20.48	
LIBRARY	13.50		13.50	
MENTAL HEALTH	4.00	11.00	15.00	275.0%
PERSONAL MONEY MANAGEMENT	3.00		3.00	
STUDENT MEDIA COUNCIL	9.00		9.00	
STUDENT LIFE CENTER	60.00		60.00	
STUDY ABROAD	3.00		3.00	
SUSTAINABILITY	2.50		2.50	
TRANSPORTATION	58.35		58.35	
UTILITY FEE	10.00		10.00	
TOTAL	612.74	11.00	623.74	1.8%
<i>Amounts for 15 credits</i>				
<i>Fees for Building and Computing vary by number of credits taken.</i>				

Summary of Proposed up to 3.9 % Tuition and Fee Increase

The proposed tuition and fee increase would result in an increase of \$167 per semester for an undergraduate student taking 15 credit hours. This includes a base tuition increase of \$156 and \$11 increase in student fees. Currently, the cost per semester for 15 credit hours is \$4,611. This would become \$4,778, a 3.6% increase in tuition and fees.

The Board of Regents
Utah System of Higher Education

RE: Proposed Student Fee Increase at the University of Utah

To the Regents of the Utah System of Higher Education:

I write to you to express my strong support for the University of Utah's proposed student fee increase. This proposed fee increase will invest an additional \$11 per student per semester in on-campus mental health services, which will raise the total mental health fee to \$15 per student per semester.

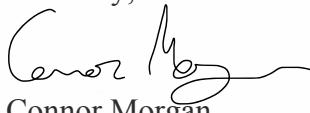
A \$4 mental health fee was created in the spring of 2018 following a grassroots effort by the 2017-2018 administration of the Associated Students of the University of Utah (ASUU). Citing the Utah State Legislature's declaration of mental health issues as a public health crisis and the Utah State Board of Regents' establishment of a Mental Health working group, the 2017-2018 administration worked with the University Counseling Center to advocate for the creation of a student mental health fee. The 2017-2018 administration, which sought at least a \$7-12 fee, garnered strong support in the Student Assembly and Student Senate, and a poll of 743 students showed that a large majority (71.74%) of students would support the creation of student fee to further subsidize mental health services on campus.

This year, several members of my administration and I worked with a variety of University stakeholders to propose an increase to the mental health fee. The proposed \$11 increase will further invest in the University Counseling Center, and it will additionally help fund the Women's Resource Center and the Center for Student Wellness. These three offices are the major providers of mental health services on campus. The fee increase will allow the University to achieve the International Association of Counseling Services' recommended ratio of counselors to students. It will additionally provide some funding for collaborative and innovative projects between these resource centers and third-party campus partners.

Students strongly support this fee increase. A resolution calling for the \$11 fee increase was passed nearly unanimously through the Student Assembly and unanimously through the Student Senate. The Student Fee Committee also unanimously approved of this increase.

I appreciate your consideration for an \$11 increase to the mental health fee. It will provide tremendous support for our many students dealing with mild to severe mental health issues, and I am sure that these dollars will be extremely well invested.

Sincerely,



Connor Morgan
University of Utah Student Body President

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, All general student fees are subject to Board of Regents approval in conjunction with annual determination of tuition rates; and

WHEREAS, The Logan Campus Student Fee Board has approved a \$10.46 per semester increase for Counseling and Psychological Services; and

WHEREAS, The Regional Campus Student Fee Board has requested no change in fees; and

WHEREAS, The USU Eastern Price campus is requesting the following changes: decreases of \$4.65 for Facilities and \$10.00 for Institutional Support; and increases of \$2.00 for Athletics, \$2.00 for EUSA, and \$10.65 for Student Services; and

WHEREAS, The Blanding campus is requesting no changes; and

WHEREAS, The Vice President for Business and Finance, the Vice President for Student Affairs, and the Vice President for Regional Campuses submit this recommendation and request approval by the Utah State University Board of Trustees; and

WHEREAS, The proposal has the approval of the President and Provost of Utah State University:

NOW THEREFORE BE IT RESOLVED, that the Utah State Board of Trustees hereby approve the implementation of student fee increases effective Summer Semester 2019 and that this approval be forwarded to the Utah State Board of Regents of the Utah System of Higher Education for its approval.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE



Utah State University
STUDENT INVOLVEMENT & LEADERSHIP

Taggart Student Center 326
0105 Old Main Hill
Logan, UT 84322-0105

Division of Student Affairs
Tel: (435) 797-2912
FAX: (435) 797-2919

February 11, 2019

President Noelle L. Cockett
Utah State University
UMC 1400

Dear President Cockett,

The University Student Fee Board (USFB) met January 9, and 23, 2019 to hear presentations from two fee-receiving areas and one new fee request. Of the fee receiving areas, one fee increase and one restructure were proposed. Upon review of these requests, the USFB recommends the following increase adjustments effective for FY20:

Logan Main Campus:

<u>Fee Requesting Area</u>	<u>Fee Increase Requested</u>	<u>Fee Increase Recommended</u>
CAPS Fee	\$10.46/semester	\$10.46/semester

Total Increase Recommended by USFB: \$10.46/semester (1.95% increase)

The USFB denied the proposal to move the Institute of Government & Politics (IOGP) Global Opportunity Scholarship to a student body vote.

<u>New Fee Request</u>	<u>Fee Requested</u>	<u>Fee Increase Recommended</u>
IOGP Global Opportunity Scholarship	\$5.00/semester	\$0.00/semester (0.00% increase)

The USFB approved the proposal from the Music/Theatre Department to restructure the Music/Theatre fee area. This restructure will support exhibition costs for the Tippets and Eccles Galleries in the Chase Fine Arts Center. This is only a redistribution of the current fee.

The USFB proposed and approved two minor changes to the Student Fee Board policy. One change included adding the College of Agriculture and Applied Sciences Senator to act as chair of the CAPS fee. The other change ensured that all student fee salaried employees will automatically receive any equivalent salary increase agreed upon by the university president and state legislature. No vote of the USFB is necessary.

Regional Campuses & Blanding Campus:

Each service region held a fee meeting to review expenditures from the previous fiscal year and budgets for the current fiscal year. No changes were made.

The Logan and Regional Campus Fee Boards appreciate the opportunity to provide input regarding student fees and their use. If you have any questions, please feel free to contact us.

Sincerely,

Allie Smith
USUSA Executive VP and Chair of the USFB

Jaren Hunsaker
USUSA Student Body President

Cc: James Morales, Vice President for Student Affairs
Linda Zimmerman, Director, Student Involvement & Leadership Center

Minutes
Weber State University
Board of Trustees
March 19, 2019 – 9:30 a.m.
Davis Campus – Building D-3 Room 201
2750 University Park Blvd., Layton, UT 84041

Trustee Members:

Mr. Nolan Karras (Chair)
Ms. Kearston Cutrubus (Vice Chair)
Ms. Karla Bergeson
Mr. Marty Carpenter
Mr. Don Salazar
Mr. Jordan Slater
Mr. Clint Costley (Alumni Representative)

Excused:

Ms. Scott Fairbanks
Mr. Jeff Stephens
Ms. Danielle Croyle

Via Telephone: Ms. Karen Fairbanks

Weber State University Representatives:

Dr. Brad Mortensen, President
Dr. Norm Tarbox, Vice President for Administrative Affairs
Dr. Madonne Miner, Provost
Dr. Brett Perozzi, Vice President for Student Affairs
Dr. Bret Ellis, Vice President for Information Technology
Dr. Jack Rasmussen, Dean, College of Education
Dr. Jennifer Turley, Professor of Nutrition/Chair Athletic Training and Nutrition
Dr. Saori Hanaki, Assistant Professor, Exercise and Sports Science
Dr. Richard Fry, Professor // Computer Science, EAST
Ms. Jesselie Anderson, Utah Board of Regents
Ms. Stephanie Hollist, Deputy General Counsel
Ms. Jackie Shafer, Chair, Staff Advisory Committee
Ms. Allison Hess, Director, Public Relations
Ms. Sherri Cox, Administrative Associate

Press:

No members of the press were present

Clint Costley, alumni representative, shared information about the H Aldous Dixon Award Luncheon which will be held tomorrow, March 20, at 12:00 noon.

There was no staff advisory committee report given.

Business
Committee
Report
Action Items

VIII. Nolan Karras, serving as chair of the Business Committee, brought the following report before the Board of Trustees:

1. FY20 General Fees Increase and Budget - Vice President Brett Perozzi explained that this is primarily a student process with 10 students and 2 faculty that sit on the board. They allocate the difference in funding for student fees from one year to the next. They voted to approve a 3% student fee increase.

ACTION

On a motion to approve the FY20 general student fees budget with an increase of 3%, made by Mr. Jordan Slater seconded by Mr. Marty Carpenter, the Board of Trustees unanimously approved the motion.

2. FY20 Tuition Rate Increase – President Mortensen spoke to students at the Truth in Tuition hearing on March 11, 2019. An increase of tuition by 2-3% was proposed to the student senate to cover several different areas. The student senate was supportive of this increase. After legislative sessions were completed, it was determined that a 2% tuition increase would be sufficient to meet the needs of WSU.

ACTION

On a motion to approve the packet of changes pertaining to the FY20 tuition rate increase of 2%, made by Mr. Don Salazar seconded by Ms. Kearston Cutrbus, the Board of Trustees unanimously approved the motion.

3. WSU Policy, PPM 6-8, student fee policy changes were discussed during the Business Committee meeting. The Board of Regents has a policy in place. Changes to this policy puts WSU in better alignment with their policy. Students recommended a change to the wording and viewpoint neutrality was added.

ACTION

On a motion to approve the changes to PPM 6-8 made by Jordan Slater, with a second by Marty Carpenter, the motion



WEBER STATE UNIVERSITY

Student Affairs

February 27, 2019

Dr. David L. Buhler
Commissioner of Higher Education
Board of Regents Building
60 S. 400 W.
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler:

In compliance with Regent Policy, I am writing to express my support for Weber State University's proposed 3% student fee increase for 2019-2020.

As is the case every year, students at Weber State University play a key role in our student fee allocation process. This year was no different. I can say with confidence that our students support these increases.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jordan Slater'.

Jordan Slater
WSUSA President

cc: Brad Mortensen, President
Brett Perozzi, Vice President for Student Affairs



SNOW COLLEGE

BOARD OF TRUSTEES

TO: Utah State Board of Regents
FROM: Snow College Board of Trustees Chair, Scott Bushnell
DATE: March 19, 2019
SUBJECT: Tuition and Fee Discussion and Approval

Thank you for your interest in our tuition and fee discussion and decision. During our March 15, 2019 Board of Trustees' meeting, we had a robust discussion about tuition at Snow College. We voted unanimously to support the administration's recommendation of a 2.5% tuition increase and a \$5/semester student fee increase.

We would like to emphasize the importance of affordability and accessibility at Snow College while maintaining a high level of quality at our institution. This modest increase (< \$75 for both residential tuition and fees) will allow the college to meet the mandated costs for a quality education while maintaining student accessibility.

We, again, appreciate your consideration of our recommendation. We express our thanks to President Carlston, Student Body President Devey, and the administration for their work to have this process be thorough, transparent, and inclusive with both of our campuses.

March 19, 2019

Board of Regents
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, UT 8410

Dear Board of Regents,

I know that as a Board member you have many other obligations, so I would like to start off by thanking you for taking the time to read this letter. As the Student Body President, and a chairman of the Student Fee Board here at Snow College I would like to address the topic of the increase in student fees for the 2019-20 academic year.

The Snow College Student Fee Advisory Board would like to send their support and endorsement of increasing student fees by five dollars to assist students with graduation. In the Snow College Mission Statement, it says that Snow College “encourages a culture of innovation and cultivates an atmosphere of engagement to advance students in their achievements of their educational goals.” With this increase I believe that Snow College will be able to further its mission of advancing students in their achievements of their educational goals.

Snow College prides itself on its affordability. Pushing forward with this fee creates more financial sense for our students. Though it is an increase, it will save students money over the course of their time at Snow College due to a reduction in one-time fees applied at graduation. The current graduation fee is twenty-five dollars, we plan to replace this with the new fee of five dollars every semester, thereby reducing the typical fees paid by a student who completes a 2-year Snow program to twenty dollars.

Board Members, the Student Fee Advisory Committee and I would like to thank you again for reviewing our student fee increase for the next academic year. At Snow College we know that affordability is a top priority of our students. We firmly believe that introducing this fee to students will help them in achieving their educational goals.

Sincerely,

Jared Devey
Student Body President 2018-19



Cajun Syrett

Student Body President

Gardner Student Center
225 South 700 East
St. George, UT 84770

March 13, 2019

To Whom It May Concern:

This year Dixie State University Student Fee Allocation committee conducted a very successful review process. As a committee, we investigated a number of different entities who currently receive student fee funding, and have made our recommendation for the amount of fee increases.

During the 2018-2019 academic year, the students of DSU paid \$397.50 in fees each semester. Keeping the purpose of student fees in mind and balancing the needs of the student body we are recommending an increase of 2.64%, which will add an additional \$10.50 in student fees per semester – for a new total of \$408.00.

The proposed student fee increase, as well as the potential 4-6% tuition increase, were presented to the public on March 5, 2019 at the Truth in Tuition forum. The presentations explained the reason as to why these increases are necessary to improve our institution and student experience on campus.

There is a definitive need for each of the fees being recommended for an increase. Following the approval of the proposal to the DSU Board of Trustees, it is our hope that this new fee and tuition increase be approved.

Warm regards,

Cajun Syrett
2018-2019 DSUSA President



UTAH VALLEY UNIVERSITY
BOARD of TRUSTEES

TO: Utah State Board of Regents
 FROM: Elaine S. Dalton, Chair, Utah Valley University Board of Trustees
 DATE: March 14, 2019
 SUBJECT: UVU's Proposed 2019-20 Tuition Increase

As outlined in Regents Policy R510, *Tuition*, UVU administration has consulted with UVU's Board of Trustees during the development and finalization of UVU's proposed 2019-20 tuition increase. The proposal below was reviewed by the Trustees Finance and Facilities Committee and approved by the Trustees Executive Committee, both on March 14, 2019. On March 27, the Trustees Executive Committee will present their action to the full Board for ratification.

Proposed Increase

After careful consideration, the Board of Trustees Executive Committee voted in support of UVU's recommended 2019-20 undergraduate tuition increase of 1.7 percent and graduate tuition rate increases between 1.5 and 1.8 percent (varies slightly by program) as shown below.

This proposed increase is consistent with UVU's access mission and commitment to keeping tuition and fees low and recognizes the new state tax fund support provided by the 2019 legislature. In recommending tuition and fee changes, the Board of Trustees is guided by the Board of Regents objective of affordable participation and by UVU's commitment to affordable access in support of our dual mission of community college and university. The proposed increase of 1.7 percent is the second lowest percentage and dollar amount increase in the past decade.

Proposed Use of Revenue

The proposed tuition increase will generate \$2,279,564. These funds will be utilized as follows:

2.5% labor market increase for salary/wages	\$1,114,593
4.35% medical premium increase	\$338,954
Risk Management rate increase	\$156,100
Faculty Rank/Tenure/Promotion/Merit	\$442,538
Student Mental Health Services	\$227,379
Total	\$2,279,564

Tuition Comparison

Per Semester	Tuition				Tuition & Fees			
	2018-19	Proposed 2019-20	Change		2018-19	Proposed 2019-20	Change	
			Amount	Percent			Amount	Percent
Undergraduate (15 credits)								
Resident	\$2,518	\$2,561	\$43	1.7%	\$2,863	\$2,910	\$47	1.6%
Non-resident	\$7,803	\$7,936	\$133	1.7%	\$8,148	\$8,285	\$137	1.7%
Graduate Base, MEd, MSN (10 credits)								
Resident	\$2,830	\$2,880	\$50	1.8%	\$3,180	\$3,230	\$50	1.6%
Non-resident	\$8,630	\$8,780	\$150	1.7%	\$8,980	\$9,130	\$150	1.7%
MBA (10 credits)								
Resident	\$6,120	\$6,210	\$90	1.5%	\$6,470	\$6,560	\$90	1.4%
Non-resident	\$13,280	\$13,490	\$210	1.6%	\$13,630	\$13,840	\$210	1.5%
Macc, MPFA (10 credits)								
Resident	\$5,010	\$5,100	\$90	1.8%	\$5,360	\$5,450	\$90	1.7%
Non-resident	\$12,170	\$12,380	\$210	1.7%	\$12,520	\$12,730	\$210	1.7%
MSW, MaMFT (10 credits)								
Resident	\$3,550	\$3,610	\$60	1.7%	\$3,900	\$3,960	\$60	1.5%
Non-resident	\$9,350	\$9,510	\$160	1.7%	\$9,700	\$9,860	\$160	1.6%
Computer Science (10 credits)								
Resident	\$3,800	\$3,870	\$70	1.8%	\$4,150	\$4,220	\$70	1.7%
Non-resident	\$9,600	\$9,760	\$160	1.7%	\$9,950	\$10,110	\$160	1.6%
Cybersecurity, MPS (10 credits)								
Resident	\$4,060	\$4,130	\$70	1.7%	\$4,410	\$4,480	\$70	1.6%
Non-resident	\$9,860	\$10,030	\$170	1.7%	\$10,210	\$10,380	\$170	1.7%



UTAH VALLEY UNIVERSITY

STUDENT LEADERSHIP & INVOLVEMENT

TO: Utah State Board of Regents
FROM: Marc Reynolds, UVUSA President
DATE: March 14, 2019
SUBJECT: UVU's Proposed 2019-20 Tuition Increase

As outlined in Regents Policy R510, *Tuition*, UVU administration has consulted with UVUSA and held a Truth in Tuition hearing during the development of UVU's proposed 2019-20 tuition increase. The room was filled to capacity with students and other members of the UVU community. Those students and other hearing attendees engaged in a robust discussion, asked meaningful questions, and shared personal stories concerning the affordability of UVU. Students who attended the hearing voiced concerns about keeping tuition at an affordable rate while being able to fund the resources necessary in order to better serve our student population – especially in matters concerning mental health. As the proposed increase falls below what was initially broadcast to the campus community, UVUSA feels confident that administration has listened to the student voice and is in full support of UVU's efforts to enhance student mental health services.

March 18, 2019

Harris S. Simmons, Chair
Utah State Board of Regents
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, UT 84101

Dear Regents:

The Salt Lake Community College Board of Trustees met on March 13, 2019 and voted unanimously to approve a 2% increase to student tuition and a 3.8% increase to student fees.

SLCC held a Truth in Tuition Hearing on March 7, 2019 and comments from that hearing were provided to trustees along with a letter from the SLCC Student Association President indicating support for the increases. Trustees also had the opportunity to review a past tuition percent history before making a final decision.

If you have any questions or need further information concerning this, please contact President Huftalin's office at (801) 957-4227.

Sincerely,



Clint Ensign, Chair
SLCC Board of Trustees

cc: David L. Buhler, Commissioner of Higher Education
Denece G. Huftalin, SLCC President



March 7, 2019

Dear Members of Salt Lake Community College Board of Trustees,

This year I had the opportunity to be a part of SLCC's student fee board. As a member of this board I worked alongside four other students in identifying needs and recommending adjustment to the student fees for the 2019-2020 year. In compliance with Regent Policy, I am writing to express my support for Salt Lake Community College's proposed 3.8% student fee increase for 2019-2020.

As a committee we investigated a number of different entities who currently receive student funding and the board came to the realization of high demand for services provided at SLCC. Keeping the purpose of student fees in mind and the needs of the student body we are recommending a \$9.00 increase in student fees – for a total of \$246.00 for a full time student.

The raise will continue to support student access to quality, accessible, and affordable medical care, mental health counseling, and health education. Included are also services that allow students to access the entire UTA transportation network and affordable child care services. Lastly, our students have requested funding for the new Gender & Sexuality Student Resource Center. The fee board has recommended a \$2.00 new fee to fund this project.

At the March 7 Truth in Tuition hearing, President Huftalin explained the possible range of tuition increases students face for the 2019-2020 year. Students had the opportunity to ask questions about the College's priorities and how new funding would be allocated. Based on the feedback we received from students at the forum, and those who texted in questions from the live-streams at our multiple locations. The Executive Council and I are comfortable supporting the proposed range of tuition increases up to 3.5% for next year.

Thank you for your support and leadership of higher education at Salt Lake Community College and for all you do for the students.

Sincerely,

A handwritten signature in black ink, appearing to read "Alvaro Jr. Martinez".

Alvaro Jr. Martinez
Student Association President
Salt Lake Community College Student Association
Office: 801-957-4566
alvaro.martinezjr@slcc.edu

March 20, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Finalized USHE Metrics and Goals

Issue

The Board is asked to review and finalize the USHE metrics goals for the system and institutions associated with the Board's 2025 strategic plan.

Background

Regents began development of system and institutional metrics and goals in 2017. At Regent meetings in July, September, and November 2018, the Board continued to shape the metrics and goals. At the January 2019 Board meeting, the Board finalized six of the seven performance metrics adopted in November 2018 by adopting goals for those metrics. At that time, the Board approved nine additional system and institution metrics and directed the Commissioner's Office to finalize the recommendation for system goals and the institution contributions and goals for the newly approved metrics (as required by statute) for the Board's final review and approval at the March 2019 meeting.

Each of the 15 approved metrics measure the progress toward meeting the Board's 2025 Strategic Plan higher education overarching objectives of: (1) Affordable Access, (2) Timely Completion, (3) Workforce and Research, and (4) Capacity and Growth. These metrics and the goals associated with them will assist the Board in meeting its statutory responsibilities to measure progress of both the system and individual institutions in achieving its strategic objectives.

The chart on the following page highlights the 15 metrics that the Board adopted, identifies the strategic priority to which the metric applies, provides a brief description of the metric, to whom the metric applies, and the status of the metric in the Board's approval process.

The attachment provides the Board with additional detail for each of the 15 metrics, including the baseline and historical performance data when it applies, as well as the system and institution goals for the approved metrics.

The Commissioner's staff and institution representatives will be available to answer Board members' questions about any of the proposed metrics or associated goals.

Metric	Strategic Priority	Description	Applies to	Status
1	General Attainment	Total Number of Awards between 2011 – 2020	System	Finalized January 2019
2	Access	HS College Participation Rate within 5 Years	System	Finalized January 2019
3	Access	College Participation Rate by Ethnicity and Gender	System & Institutions	Board needs to adopt system and institution goals.
4	Affordability	Published Tuition & Fees as % of State Median Household Income	System & Institutions	Finalized January 2019
5	Timely Completion	% of Students Completing an Award within 8 Years of Enrolling	System & Institutions	Finalized January 2019
6	Timely Completion	IPEDS First to Second Year Retention Rate	System & Institutions	Board needs to adopt system and institution goals.
7	Workforce	Number of Awards Granted in High Market Demand Fields	System & Institutions	Board needs to adopt system and institution goals.
8	Workforce	Number of Awards Granted in Elementary and Secondary Education & Mental Health Professions	System & Institutions	Board needs to adopt system and institution goals.
9	Use of Resources	Cost per Award	System & Institutions	Finalized January 2019
10	Use of Resources	Utilization of Instruction–Related Classrooms	System & Institutions	Finalized January 2019
11	Timely Completion	SLCC Transfer Conversion Rate	SLCC	Board needs to adopt institution goal.
12	Research	Research Funding Received	UU	Board needs to adopt institution goal.
13	Research	Research Expenditures	USU	Board needs to adopt institution goal.
14	Hospitals and Clinics	Quality Ranking of Patient Care	UU	Board needs to adopt institution goal.
15	Extension Center Engagement	Annual number of Extension Contacts	USU	Board needs to adopt institution goal.

Commissioner's Recommendation

The Commissioner recommends the Board review and approve the USHE metrics and goals as outlined in the attachment.

David L. Buhler
Commissioner of Higher Education

DLB/KLH
Attachments

Board of Regents Strategic Plan 2025
Metrics Update
March 2019

1. General Attainment Metric
The Total Number of Certificates and Degrees Awarded by
USHE Institutions between 2011 and 2020

Metric	Data Definition	USHE Benchmark	System Goal
The total number of degrees and certificates awarded between 2011-2020	All awards for a given Academic Year including < 1 yr. certificates to Doctoral degrees are counted. The cumulative number of awards are measured as progress towards the 2020 goal	2011 = 30,000 Awards	336,950 USHE certificates and degrees awarded from 2011 to 2020

Metric: Cumulative number of USHE awards from 2011 through 2020. This goal will sunset in 2020 and be replaced with a new attainment metric at that time.

System Goal: 336,950 USHE certificates and degrees awarded from 2011 to 2020

Goal Status Update 2018. Progress towards the goal is monitored annually against a USHE annual progress benchmark.

- Between 2011 and 2018 267,457 awards have been awarded by USHE institutions.
- This represents 79.3% of the 2020 goal.
- A total of 69,493 additional awards are needed to meet the system goal of 336,950 awards.
- The system is on track to meet its general attainment metric by 2020.

Institution contributions to meeting the system Goal. Each USHE institution has contributed to the success of the system in being on track with meeting the system goal of 336,950 awards by 2020. Institutions will need to maintain their current efforts over the next two years to ensure success.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Cumulative Total
UU	7,483	7,825	8,155	8,023	8,183	8,169	8,554	8,604			64,996
USU	5,408	5,744	5,720	5,795	6,082	6,231	6,446	6,642			48,068
WSU	4,145	4,505	4,736	4,702	5,086	5,105	5,191	5,380			38,850
SUU	1,737	1,606	1,743	1,611	1,545	1,736	2,177	2,357			14,512
SNOW	1,041	1,088	936	745	856	968	1,020	1,055			7,709
DSU	2,019	2,051	2,028	2,003	1,941	1,919	1,935	2,034			15,930
UVU	4,188	4,559	4,611	5,242	5,082	5,107	5,024	6,084			39,897
SLCC	4,181	4,190	4,049	4,428	4,022	4,587	6,354	5,684			37,495
Total USHE	30,202	31,568	31,978	32,549	32,797	33,822	36,701	37,840			267,457
USHE Goal	30,000	30,800	31,600	32,400	33,200	34,010	34,900	35,790	36,680	37,570	336,950

Board of Regents Strategic Plan 2025
Metrics Update
March 2019

2. Access / Participation Metric
The Five-year College Participation Rate of Utah High School Graduates

Metric	Data Definition	USHE Benchmark	System Goal
Five-year college participation rate of Utah high school graduates	Percentage of a Utah high school graduating cohort who enroll in college within five years of graduation from high school	69% (Average of the 2007-2012 cohorts)	75% of the Utah high school graduation class of 2020 will enroll within five years of graduation

Metric: College-going rates of Utah high school graduates within five years of high school graduation.

System Goal: 75% of the Utah high school graduation class of 2020 will enroll within five years of graduation

System Baseline:

- 2007-2012 Cohort Average: 69% of Utah high school graduates enroll in college within five years of graduation
- The 2013 high school graduates five-year enrollment rate was 69.5%
- The 2014 high school graduates five-year enrollment rate was 68%

Institution contributions to meeting the system goal: Each of the USHE institutions continually assesses and improves recruitment and outreach efforts, (i.e., TRIO, Upward Bound, early/pre-college programs, camps, etc.) to encourage high school students to attend college. This metric is focused on the broad goal of increasing college participation of Utah high school graduates and thus is more appropriate as a statewide goal rather than institution-specific. In the future, goals for this metric will be tied more directly to performance and assessment of the Board's College Advising Corps initiative.

Cohort Year	Graduating Cohort	Year Post- H.S. of first post-secondary enrollment											
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2007	29,110	50.1%	55.5%	61.1%	66.1%	68.2%	69.5%	70.3%	70.9%	71.3%	71.7%	71.9%	72.0%
2008	30,151	50.8%	56.7%	61.9%	66.4%	68.2%	69.4%	70.2%	70.7%	71.1%	71.4%	71.5%	
2009	30,560	52.5%	58.0%	63.1%	67.2%	69.0%	70.0%	70.8%	71.3%	71.7%	71.8%		
2010	32,114	53.6%	59.5%	64.4%	68.4%	70.3%	71.5%	72.2%	72.7%	72.8%			
2011	31,640	54.6%	59.7%	64.6%	69.0%	70.8%	71.7%	72.3%	72.5%				
2012	33,283	52.9%	58.4%	63.4%	67.7%	69.3%	70.3%	70.5%					
2013	34,753	45.7%	51.2%	64.2%	68.0%	69.5%	69.8%						
2014	35,661	45.6%	51.0%	63.8%	67.6%	68.0%							
2015	36,933	45.7%	51.5%	63.7%	64.6%								
2016	38,326	46.0%	51.6%	53.8%									
2017	40,099	45.4%	46.9%										

Board of Regents Strategic Plan 2025
Metrics Update
March 2019

3. Access / Participation Metric
College Participation Rates by Gender and Ethnicity

Metric	Data Definition	USHE Benchmark	System Goal
Participation rates by gender and ethnicity of fall end-of-term, students (headcount)	Percentage of fall end-of-term enrolled students classified by IPEDS race, ethnicity and gender compared to total fall end-of-term headcount student enrollment	Fall 2017 End-of-term headcount enrollment reported by gender and ethnicity (Data Book Tab C Table 9) USHE: 36,042 ethnically diverse students (19.4% of student population)	Increase statewide participation of underrepresented students using IPEDS race and ethnicity categories from 19% to 23% of total student headcount by 2025

Metric: College participation rates by IPEDS gender, race, and ethnicity.

System Goal: Increase statewide participation of underrepresented students (race and ethnicity) from 19.4% to 23% of the total USHE Fall end-of-term student headcount by 2025.

System Baseline:

Fall 2017 System Gender Participation Rates: 50.8% Female 49.2% Male
Fall 2017 System Ethnicity Participation Rates: 36,042 students reported as ethnically diverse out of 186,161 total students (19.4%)

Institution Goals and Historical Performance:

Institution	Fall 2014	Fall 2015	Fall 2016	Baseline Fall 2017	Fall 2018	2025 Goal
UU	15.8%	20.6%	22.2%	23.1%	23.9%	25.0%
USU	11.0%	11.5%	11.9%	11.9%	12.7%	14.7%
WSU	13.8%	14.5%	17.3%	18.3%	18.3%	23.0%
SUU	9.2%	9.3%	10.4%	10.7%	11.3%	17.0%
SNOW	9.6%	11.3%	10.9%	11.4%	7.4%	20.0%
DSU	17.4%	18.8%	20.6%	21.0%	21.5%	23.0%
UVU	15.1%	16.1%	17.2%	17.7%	18.2%	21.5%
SLCC	21.0%	26.3%	27.4%	28.7%	31.0%	33.0%
USHE Total	15.2%	17.4%	18.7%	19.4%	19.9%	23.0%

Board of Regents Strategic Plan 2025
Metrics Update
March 2019

4. Affordability Metric
Published Tuition and Fees as a Share of the State's Median Household Income

Metric	Data Definition	USHE Benchmark	System Goal
Average published tuition and fees rates by institution type (Research, Regional, and Community College) as a share of the state's median household income.	USHE's published tuition and fee rates by institution compared to the state's median household income as reported by the American Community Survey	FY2018-19 Published Tuition and Fees and State Median Household Income	<p>Research Institutions' (UU, USU) Published Tuition and Fee rates are no more than 15% of the state's median household income</p> <p>Regional Institutions' (WSU, SUU, DSU, UVU) Published Tuition and Fee rates are no more than 10% of the state's median household income</p> <p>Community Colleges' (SLCC, USU-Eastern, SNOW) Published Tuition and Fee rates are no more than 7% of the state's median household income</p>

Metric: Average published tuition and fees rates by institution type (Research, Regional, and Community College) as a percentage share of the state's median household income.

System Goals:

- Research Institutions' (UU, USU): Published Tuition and Fee rates are no more than 15% of the state's median household income
- Regional Institutions' (WSU, SUU, DSU, UVU): Published Tuition and Fee rates are no more than 10% of the state's median household income.
- Community Colleges' (SLCC, SNOW, USU-Eastern): Published Tuition and Fee rates are no more than 7% of the state's median household income

Institution Goals and Baseline Performance Data: With the exception of one institution, all USHE institutions' current published tuition and fee rates align with the goals listed above.

- SUU has set a goal to reduce its published tuition and fee rate to 10% of the state's median household income

Type	Institution	Published Tuition & Fees as % of State Median Household Income	2025 Goal % of State Median Household Income
Research	UU	14.8%	No more than 15%
Research	USU – Main Campus	11.9%	No more than 15%
Regional	WSU	9.4%	No more than 10%
Regional	SUU	10.8%	No more than 10%
Regional	DSU	8.4%	No more than 10%
Regional	UVU	9.2%	No more than 10%
Community College	USU – Eastern	6.2%	No more than 7%
Community College	SNOW	6.0%	No more than 7%
Community College	SLCC	6.1%	No more than 7%

Board of Regents Strategic Plan 2025
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5. Timely Completion Metric
Awards Granted within Eight Years of Enrollment

Metric	Data Definition	USHE Benchmark	System Goal
Awards granted within 8 years as reported by the Integrated Postsecondary Education Data System (IPEDS) Outcomes Measure Survey	IPEDS Outcome Measures Survey definitions will be used to report the percentage of USHE students who receive an award within eight years of enrolling.	2017: 41% of the cohort received an award within 8 years of enrolling	The system will increase the percentage of the USHE IPEDS cohort receiving an award within eight years to 45% by 2025.

Metric: Awards granted within 8 years as reported by the Integrated Postsecondary Education Data System (IPEDS) Outcomes Measure Survey.

System Goal: Increase the percentage of students completing an award within eight years from 41% to 45% by 2025.

System Baseline: At the end of FY 2016-17, 41% of the system wide IPEDS cohort received an award within eight years of enrolling.

Institution Goals and Baseline Performance Data:

Types	Institution Name	Adjusted Cohorts	Receiving Award-8 years	FY 2017 Completion Rate	2025 Goal
Research	University of Utah	6,044	4,123	68%	75%
Research	Utah State University	4,460	2,531	57%	63%
Regional	Weber State University	4,812	2,023	42%	50%
Regional	Southern Utah University	1,978	986	50%	55%
Regional	Dixie State University	2,934	1,210	41%	45%
Regional	Utah Valley University	8,380	3,061	37%	45%
Community College	Snow College	1,547	566	37%	45%
Community College	Salt Lake Community College	11,251	2,336	21%	23%
System	USHE	41,406	16,836	41%	45%

Board of Regents Strategic Plan 2025
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6. Timely Completion Metric
First-time, Full-time, Degree-seeking IPEDS Student Retention Rates

Metric	Data Definition	USHE Benchmark	System Goal
Annual first-year to second-year student retention rate as reported by IPEDS	Percentage of first-time, full-time, degree-seeking students who return to the same institution for their second year as reported by the institution in the IPEDS Fall Enrollment Survey	Five Year Rolling Average (2017) 68%	The system will increase its first-time, full-time degree-seeking five year rolling average student retention rate to 70% by 2025.

Metric: The annual IPEDS first-year to second-year student retention rate for first-time, full-time, degree-seeking students.

System Goal: The system will increase its first-time, full-time, degree-seeking five-year rolling average student retention rate from 68% to 70% by 2025.

System Baseline: At the end of FY2016-17, the system's five-year rolling average IPEDS student retention rate was 68%.

Institution Goals and Historical Performance: The following chart shows the annual IPEDS student retention rate by institution and averaged by the system for the last five years.

Type	Institution	2013	2014	2015	2016	2017	5-yr Avg.	2025 Goal
Research	University of Utah	88%	89%	89%	90%	90%	89%	90%
Research	Utah State University	66%	71%	71%	73%	69%	70%	74%
Regional	Weber State University	68%	55%	60%	62%	65%	62%	70%
Regional	Southern Utah University	65%	66%	64%	69%	71%	67%	72%
Regional	Dixie State University	60%	54%	58%	54%	56%	56%	58%
Regional	Utah Valley University	61%	59%	63%	63%	66%	62%	65%
Community College	Snow College	44%	55%	61%	63%	64%	58%	65%
Community College	Salt Lake Community College	52%	56%	52%	57%	59%	55%	60%
System	Actual USHE Average	66%	67%	68%	70%	70%	68%	70%

Board of Regents Strategic Plan 2025
Metrics Update
March 2019

7. Workforce and Research Metric
Annual Number of Degrees and Certificates Awarded in all High Market Demand Occupation-Related Programs
Using DWS 4- and 5-Star Designated Job Projections 2016-2026
All Institutions

Metric	Data Definition	USHE Benchmark	System Goal
Annual number of degrees and certificates awarded in high market demand occupation-related programs using DWS 4- and 5-star job projections 2016-2026	USHE Performance Based Funding Formula Market Demand Metric. High market demand fields based on DWS 4 and 5-star job projections requiring post-secondary education.	2016-17 = 21,536	Increase the annual number of degrees and certificates awarded in DWS 4-and 5-star jobs to 24,964 by 2025.

Metric: Annual number of degrees and certificates awarded in high market demand occupation-related programs at the 6 digit CIP using the DWS 4- and 5-star job projections for 2016-2026

System Goal: The system will award at least 24,964 awards in 2025 in the high market demand occupation related programs to support DWS 4- and 5-star jobs as identified in the 2016-2026 job projections.

System Baseline: In FY2016-17 there were 21,536 awards given in 4- and 5-star high market demand occupations.

Institution Goals and Historical Performance: Total awards granted to support DWS classified 4- and 5-star jobs since 2013 and the 2025 goal for each institution.

Institution	2013	2014	2015	2016	2017	2018	2025 Goal
UU	6,317	6,248	6,579	6,497	6,885	6,840	7,250
USU	3,535	3,552	3,558	3,659	3,664	3,881	4,352
WSU	2,923	2,830	3,197	3,238	3,292	3,449	3,867
SUU	1,134	993	1,030	1,006	1,254	1,273	1,500
SNOW	325	274	359	465	340	303	370
DSU	719	660	776	770	825	855	1,000
UVU	2,756	2,918	3,022	3,112	3,127	3,740	4,500
SLCC*	1,313	1,598	1,535	1,859	2,149	1,955	2,125
USHE Total	19,022	19,073	20,056	20,606	21,536	22,296	24,964

*SLCC includes the SAT awards data

Board of Regents Strategic Plan 2025
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8. Workforce and Research Metric
Annual Number of Degrees and Certificates in Board Focus Areas:
Elementary and Secondary Education and Mental Health Professionals

Metric	Data Definition	USHE Benchmark	System Goal
Annual number of degrees and certificates in key high demand areas related to elementary and secondary education and mental health professionals	Annual count of awards (undergraduate and graduate) in high demand programs of critical importance that are not included in 5-star occupation-related programs due to lower compensation or for other reasons determined by the Board)	206-17 Awards = 3,417	Increase the annual number of degrees and certificates awarded in elementary and secondary education and mental health programs to 3,927 by 2025.

Metric: Annual number of degrees and certificates awarded in elementary and secondary education and mental health programs

System Goal: The system will award at least 3,927 awards in 2025 in the elementary and secondary education and mental health programs

System Baseline: In FY 2016-17: 3,417 awards in elementary and secondary education and mental health professions related programs.

Institution Goals and Historical Performance: Total number of awards granted in elementary and secondary education and mental health programs since 2013 and the 2025 goal for each institution.

Institution	2013	2014	2015	2016	2017	2018	2025 Goal
UU	1,064	984	1,078	944	942	972	1,000
USU	841	888	914	861	874	972	1,025
WSU	343	329	343	278	302	287	325
SUU	320	285	255	208	226	214	275
SNOW	90	48	68	73	49	38	60
DSU	118	113	103	114	95	86	100
UVU	732	752	810	740	721	853	950
SLCC	115	160	130	167	208	182	192
USHE Total	3,623	3,559	3,701	3,385	3,417	3,604	3,927

Board of Regents Strategic Plan 2025
Metrics Update
March 2019

9. Effective Use of Resources Metric
Cost per Award

Metric	Data Definition	USHE Benchmark	System Goal
Change in total cost per award compared to change in the five-year rolling average of the Higher Education Price Index (HEPI)	The five-year rolling average change in the total cost per award (total awards by an institution divided by the corresponding year's operating expenses averaged over five years).	95% of the annual change in HEPI's five-year rolling average	USHE's five-year rolling average change in total cost per award granted is no more than 95% of the five-year rolling average change in the HEPI.

Metric. The change in the five-year rolling average cost per award compared to 95% of the change in five year rolling average of the Higher Education Price Index (HEPI)

System Goal: The average USHE total cost per award granted is no more than 95% of the five-year rolling average change in the Higher Education Price Index (HEPI).

Institution Goals:

Type	Institution	Proposed Institution Goal-- Five-year rolling average change in total cost per award granted is no more than:
Research	UU	100% of the five-year rolling average change in the HEPI
Research	USU	95% of the five-year rolling average change in the HEPI
Regional	WSU	95% of the five-year rolling average change in the HEPI
Regional	SUU	95% of the five-year rolling average change in the HEPI
Regional	UVU	100% of the five-year rolling average change in the HEPI
Regional	DSU	300% of the five-year rolling average change in the HEPI
Community College	SLCC	95% of the five-year rolling average change in the HEPI
Community College	Snow	95% of the five-year rolling average change in the HEPI

Baseline and Historical Performance Data: Five year review of the five-year rolling average change in cost per award compared to the five-year rolling average in HEPI at 300%, 100% and 95%. For 2017, USHE in total met the system goal and over the past five years, USHE in total met the goal three of five years.

Year	5-year Rolling Average Change in HEPI			5-year Rolling Average Change in Cost per Award (Baseline Data for Institutions)								
	300%	100%	95% Goal	USHE	UU	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
2013	5.21%	1.74%	1.65%	-0.80%	1.12%	-1.05%	-1.80%	-1.66%	-6.23%	-0.97%	-2.29%	0.42%
2014	5.71%	1.90%	1.81%	-0.43%	2.44%	-2.73%	-0.48%	2.13%	-2.12%	3.18%	-4.05%	-0.59%
2015	6.44%	2.15%	2.04%	2.08%	1.41%	0.61%	0.43%	4.78%	-0.90%	9.61%	1.28%	5.39%
2016	6.12%	2.04%	1.94%	2.14%	1.81%	1.72%	-0.64%	3.97%	4.78%	8.85%	2.58%	2.05%
2017	7.35%	2.45%	2.33%	1.72%	1.71%	2.09%	1.61%	-1.83%	5.21%	9.24%	6.92%	-3.35%

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10. Effective Use of Resources
Instruction-related Classroom Space Utilization

Metric	Data Definition	USHE Benchmark	System Goal
Instruction-related classroom space utilization	Classroom utilization rates as measured by (1) room utilization, and (2) station occupancy. Average instruction-related classroom use is calculated by multiplying an institution's fall classroom utilization and station occupancy rate on its main campus as defined in Regent Policy R751, <i>Institutional Facilities Space Utilization</i>	USHE Classroom Utilization Rate Standard: 33.75 hours per week; USHE Classroom Station Occupancy Rate Standard: 66.7% full 2016-17 USHE Average Classroom Utilization Score: 19.4	Average minimum instruction-related classroom utilization system score of 22.5 by 2025

Metric: Utilization of instruction-related classroom space at USHE institutions.

System Goal: Increase the USHE average classroom utilization score to align with the Board's expected standard utilization score of 22.5 by 2025.

System Baseline: In FY2016-17 the average instruction-related classroom utilization score was 19.4.

Institution Goals and Baseline Performance Data:

Type	Institution	Baseline (FY17) Classroom Utilization Score	Goal by 2025
Research	U of U-SLC	14.76	Meet or exceed the 22.5 classroom utilization score by 2025
Research	USU- Logan	15.59	Improve classroom utilization score by 2% annually
Regional	WSU- Ogden/Davis	15.97	Meet or exceed the 22.5 classroom utilization score by 2025
Regional	SUU-Cedar	28.40	Improve the classroom utilization score to 32 by 2025 by increasing Classroom Utilization Rate to 40 hours per week and Classroom Station Occupancy Rate to 80%
Regional	UVU-Orem	27.55	Meet or exceed the 22.5 classroom utilization score each year
Regional	DSU-St. George	16.35	Increase classroom utilization score by 1.25 per year through 2025
Community College	SLCC-Taylorsville	20.28	Meet or exceed the 22.5 classroom utilization score by 2025
Community College	Snow-Ephraim	15.90	Meet or exceed the 22.5 classroom utilization score by 2025
System	USHE System	19.40	Meet or exceed the 22.5 classroom utilization score by 2025

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11. Timely Completion – Transfer Degree Conversion Rate (SLCC)

Metric	Data Definition	Baseline	Institution Goal
Transfer degree conversion rate from Associate's degrees (AA, AS, APE) to Bachelor's degrees.	Percentage of SLCC AA, AS, APE Graduates who complete a Bachelor's degree within four years	FY 2017 baseline: 42%	Increase the percent of SLCC graduates who receive a bachelors from 42% to 50% by 2025.

Metric: The transfer degree conversion rate is a holistic measure of the transfer process. Associate degree graduates must not only be academically ready, they must also have well designed degrees that transfer efficiently with minimal credit loss. The metric is the percentage of SLCC AA/AS/APE (awards designed for transfer) graduates who complete a bachelor degree within four years of SLCC graduation.

Institution Goal: Increase the percent of SLCC AA/AS/APE degree graduates who complete a bachelor's degree from 42% to 50% by 2025.

Baseline: As of FY 2017 (2013 cohort), 42% of SLCC graduates complete a bachelor's degree within four years of completing their associate degree.

% of SLCC Graduates who complete a Bachelor's Degree Within four years after graduation						
Cohort Year	Graduating Cohort Associates	Year 1	Year 2	Year 3	Year 4	Year 5
2013	2,684	2%	13%	30%	42%	49%
2014	2,873	3%	13%	29%	40%	
2015	2,620	2%	15%	30%		
2016	2,913	3%	15%			
2017	2,927	4%				
2018	2,666					

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12. Workforce and Research – Total Research Funding Received (University of Utah)

Metric	Data Definition	Baseline	Institution Goal
Total research funding received	Total Research Funding Received by the Institution	FY18 \$515 M	2025 Goal \geq that \$575 M

Metric: Total research funding received as reported monthly by the University of Utah Office of Sponsored Projects and approved by the University of Utah Board of Trustees.

Institution Goal: The annual funding for research reported by the Office of Sponsored Projects will be equal to or greater than \$575 million by 2025.

University of Utah: The annual funding for research will be equal to \$575 million or greater by 2025.

Baseline Data

Fiscal Year	Annual Research Funding
2014	\$388 M
2015	\$417 M
2016	\$438 M
2017	\$459 M
2018	\$515 M

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13. Workforce and Research – Total Research Expenditures (Utah State University)

Metric	Data Definition	Baseline	Institution Goal
Total research expenditures	Total research expenditures by the Institution	FY17 3-year rolling average expenditures: \$181.1 M	USU 2025 Goal: the 3-year rolling average expenditures will increase each year

Metric: The three-year rolling average of annual research-related expenditures as reported through the National Science Foundation’s “Higher Education Research and Development” report.

Institution Goal: Exceed the rolling three-year research expenditures every year through 2025.

Baseline Data

Fiscal Year	Research Funding 3-Year Rolling Avg.
2013	\$163.3 M
2014	\$161.8 M
2015	\$167.8 M
2016	\$175.2 M
2017	\$181.1 M

14. University of Utah Hospitals and Clinics: Quality Care / Patient Satisfaction

Metric	Data Definition	Baseline	Institution Goal
Quality Care/Patient Satisfaction in UU Academic Medical Center	Defined by the Vizient National Ranking	2018 = Rank 7	Consistently in top 10 nationally

University of Utah Metric. The metric will measure Quality Care and Patient Satisfaction for Academic Medical Centers using the Vizient National Ranking Survey.

Institution Goal: Consistently rank in the top 10 Academic Medical Centers each year.

Baseline Data:

Survey Year	Rank in Survey (Based on place on list)
2014	6
2015	7
2016	1
2017	6
2018	7

15. Utah State University Extension Statewide Engagement

Metric	Data Definition	Baseline	Institution Goal
Direct and indirect contacts recorded for USU Cooperative Extension's statewide engagement activities and programs as reported for federal purposes	Three-year rolling average of NWCCU-reported direct and indirect cooperative extension contacts	2018 3-year rolling average: 4,853,336 direct and indirect contacts	Meet or exceed three-year rolling average annually

Utah State University Metric. This metric will measure the direct and indirect contacts recorded for the USU Cooperative Extension's statewide engagement activities and programs as reported for federal purposes.

Institution goal: USU will meet or exceed the rolling three-year average number of direct and indirect cooperative extension contacts reported every year through 2025.

Baseline Data

Fiscal Year	Number of Contacts 3-Year Rolling Avg.
2015	4,811,413
2016	4,246,187
2017	4,987,706
2018	4,853,336

March 20, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2019 Legislative Session Report including Budget & Capital Update

Issue

The Commissioner's staff has prepared a summary of the legislative outcomes from the 2019 General Session, which ended March 14, 2019, for Board review. The report highlights funding for operating and capital development budgets and key legislation impacting the Utah System of Higher Education (USHE). This report covers three areas: budget, capital development and other legislative action pertaining to higher education.

Background

Budget:

Beginning July 1, 2019, the Legislature approved a \$96.1 million increase (9.4%) in ongoing tax funds and a one-time increase of \$2.2 million (0.2%) for Higher Education. The items funded included \$31.5 million Performance Based; \$29.9 million to support a 2.5% salary and wage increase and an 4.35% increase for health insurance; \$13 million Student Growth & Capacity; \$7 million Workforce & Research; \$6.3 million Internal Service & Operation and Maintenance; \$4.7 million Affordable Access; and \$3.8 million for Timely Completion.

Capital Development:

State-funded capital development projects: The Legislature appropriated \$150 million to design and construct the top three Regent priorities for FY2020: \$50 million for the Dixie State University Science Building, \$50 million for the Weber State University Noorda Engineering and Applied Science Building, and \$50 million for the Utah Valley University Business Building as well as close to \$3 million ongoing for the operation and maintenance of these facilities. Prior to using the funds, the Legislature requires the institutions to develop a plan that will utilize the facilities in accordance with Regent classroom utilization standards and include efficiencies in the design of the buildings.

The Legislature also approved programming and design for the two fourth-ranked Regent priority projects: \$2 million for Southern Utah University to program and design the Technology, Engineering, and Design building and authorization for Salt Lake Community College to use donations and institutional funds to program and design the Herriman campus facility.

Additionally, two projects from the prior year incurred cost overruns for which the Legislature provided funding to cover the increased costs. Dixie State University received \$4.4 million for the Human Performance Center and Snow College received \$650,000 for the sports complex.

State-funded capital improvement projects: State statute requires the Legislature to fund capital improvements at 1.1 percent of the replacement value of state buildings; however, for FY 2020 the

Legislature appropriated \$138.3 million for capital improvements, which represents 1.2 percent of state replacement value. However, related to the legislative discussion of sales tax reform, the legislature removed \$66 million of ongoing funds from the capital improvements appropriation, replacing it with one-time money for FY 2020. USHE institutions historically receive between 55 to 60 percent of the capital improvement funding, which will be allocated by the State Building Board in April.

Other-funds capital development projects: The Legislature authorized the State Board of Regents to issue \$341.4 million of revenue bonds for the eight USHE institutional projects approved by the Regents in the November 2018 meeting. Further information on these projects may be found in the Other Funds Projects table in the attachment.

The Legislature also authorized Utah State University to construct the Moab Academic Building and the IT Services Building using donations and institutional funds and appropriated ongoing operations and maintenance funding for the facilities. These projects were also previously approved by the Regents in the November 2018 meeting.

Legislative Actions:

Along with the aforementioned legislation and actions, there were several other legislative proposals directly impacting Utah's public colleges and universities. Altogether, over 70 pieces of legislation were identified as impacting higher education. The following is a short summary of bills with the greatest impact:

- **HB 45, Higher Education Credit Amendments** by Rep. Val Peterson, requires the Board of Regents to establish a plan for statewide prior learning (awarding of credit for prior learning, work-based skills, competency-based assessment, etc.). This "framework" supports the Regents' priority to validate and ensure current statute and policies related to transfer of credit are being followed. Some of the plan's requirements include: institutional plans for advising and communicating with USHE students and the public about credit for prior learning, how credit for prior learning is transferred between institutions, how it is transcribed, and institutional procedures for maintaining transparency and consistency. Each institution will be required to report to the Board regarding the types of prior learning for which credit is provided and the total amount of credit for prior learning the institution awards.
- **HB 158, Higher Education Student Speech Rights** by Rep. Kim Coleman, establishes a specific threshold that determines when student-on-student speech becomes harassment as opposed to protected speech. This legislation comes at the same time the US Department of Education is considering similar provisions in the coming months. Passage of this bill would have prematurely put schools in conflict with anticipated federal definitions of harassment. The Board of Regents opposed this legislation and it did not pass in the Senate.
- **HB 188, T.H. Bell Program Amendments** by Rep. Lowry Snow, transitions the T.H. Bell Teaching Incentive Loan Program, first established in 1987, into a scholarship with a goal to increase the number of students entering education-related college programs. The Utah Council of Education Deans (comprised of deans who oversee teacher preparation programs in Utah's colleges and universities) worked closely with Rep. Snow over the interim in developing this legislation.
- **HB 291, Concurrent Enrollment Modifications** by Rep. Mike Winder, clarified legislation from the 2018 legislative session requiring the Board of Regents to establish policy, in coordination with higher education concurrent enrollment directors, that defines the qualifications to be an eligible concurrent enrollment instructor.

- **HB 346, Higher Education Responses to Allegations** by Rep. Kim Coleman, outlines circumstances when an institution turns information over to law enforcement in instances considered an articulable and significant threat to campus safety. The bill also mandates that colleges offer amnesty from conduct-code violations for students, which USHE institutions already have in policy. The sponsor has worked during the interim with advocacy groups and USHE. The Board of Regents didn't oppose the legislation and expressed support to the sponsor's efforts in trying to address a critical component related to the overall campus safety issue.
- **HB 373, Student Support Amendments** by Rep. Steve Eliason, is a sweeping school safety bill primarily focused on assisting K-12. Part of the bill removes the matching funds requirement for the adoption of the SafeUT mobile application by USHE institutions. All USHE institutions adopted use of the SafeUT app as part of the Board of Regents' recommendations on student mental health.
- **HB 260 (3rd Sub.), Access Utah Promise Scholarship** by Rep. Derrin Owens, This creates a statewide scholarship program patterned after Dream Weber and SLCC Promise. These innovative programs, which pay the remaining college costs for qualifying students when federal grants fall short, are showing compelling results: Dream Weber students graduate college at significantly higher rates than non-Dream Weber students at Weber State University (73 percent to 44 percent, respectively). The scholarship would be available not only for students right out of high school but for adult learners as well at both USHE and UTECH institutions. It also limits the use of the Regents' and New Century Scholarships, beginning in 2020, to USHE and UTECH institutions.
- **SB 134, Campus Safety Amendments**, by Sen. Jani Iwamoto, requires USHE and UTECH institutions to have campus safety plans with standardized components already defined in federal guidance. It also requires training curriculum for student organizations. It requires the Board of Regents to establish policy the further outlines the implementation and reporting on these plans.
- **SB 102, Higher Education Capital Facilities** by Sen. Ann Millner, creates a capital development project fund for state colleges and universities and another for technical colleges. It also establishes criteria for project funding. Currently, colleges and universities submit building proposals to the Utah Board of Regents. The Regents prioritize the requests, and their list is proposed to the State Building Board, then to Legislature's Infrastructure and General Government Appropriations Subcommittee, and ultimately to the full legislature. The goal of the bill is to appropriate colleges and universities funding for cost-effective building planning and design, and while maintaining oversight for final approval of state-funded construction.
- **SB 164, Student Data Privacy Amendments** by Sen. Jacob Anderegg, eliminates the requirement for individual parental consent for student information to be shared from K-12 schools to the Utah State Board of Regents for purposes of outreach and access. This barrier has led to significant challenges in student recruiting and outreach due to legislative action adopted three years ago.

Attachments:

The following documents detail the results of actions taken during the 2019 Legislative Session:

- Summary of Appropriations, 2019 General Session (Tax Funds Only)
- Legislative Action on Capital Facilities
- 2019-20 Tax Fund Appropriations by Institution
- Comparison of New Appropriated Ongoing Operating Budgets
- 2019-20 Appropriations Detail (5 pages)
- Operating Budget Comparison

Commissioner's Recommendation

This item is an information item only; no action is required, however it is recommended that the Board thank the Presidents, their legislative liaisons, budget staff, student leaders, Commissioners staff, and all who assisted with the legislative session.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/SJ/BLS/RA
Attachments

Summary of Appropriations, 2019 General Session (Tax Funds Only)

(Includes 8 Two- & Four-year Institutions, SBR Statewide Programs, and SBR Administration)

	<u>Appropriations</u>	<u>% Change From Base</u>
2019-20 Beginning On-going Appropriations Base Budget	\$1,019,376,100	
<hr style="border-top: 1px dashed black;"/>		
2019-20 On-going Adjustments		
Program Increases ⁽¹⁾	96,140,200	9.4%
Subtotal - On-going Adjustments	<u>\$96,140,200</u>	<u>9.4%</u>
2019-20 On-going Budget	<u>\$1,115,516,300</u>	<u>9.4%</u>
2019-20 One-time Adjustments		
Program Increases ⁽²⁾	2,243,200	0.2%
Subtotal - One-time Adjustments	<u>\$2,243,200</u>	<u>0.2%</u>
2019-20 Appropriation (Base plus 2019-20 Adjustments)	<u><u>\$1,117,759,500</u></u>	<u><u>9.7%</u></u>

(1) Program Increases - Ongoing

Performance Based	31,500,000
Compensation	29,887,900
Student Growth and Capacity	12,956,000
Workforce and Research	7,050,000
Internal Service, Operations and Maintenance	6,268,900
Affordable Access	4,677,400
Timely Completion	3,800,000

(2) Program Increases - One-Time

Advance Research & Treatment of Cancer	5,000,000
Statewide Public Safety Intelligence Tool	500,000
Cancer/Medical Innovation/IPP Research	500,000
Utah Coal Country Strike Team	500,000
Strategic Workforce Initiative	356,300
Primary Care Workforce	300,000
Carbon Combustion Lab	250,000
Kem C. Gardner Policy Institute	210,000
Study Adverse Effects of Cannabis	20,000
Psychiatry Medical Residents	(800,000)
Operations and Maintenance	(4,593,100)

Total Program Increases - Ongoing \$96,140,200

Total Program Increases - One-Time \$2,243,200

**Utah System of Higher Education
2019 General Session Legislative Action on Capital Facilities (2019-20)**

State-Funded Capital Improvements	General Fund	Education Fund	Total
State-Funded Capital Improvements (H.B. 6 and S.B. 2)*†	\$ 66,787,900	\$ 71,550,700	\$ 138,338,600
Total - State-Funded Capital Improvements			\$ 138,338,600

*Capital Improvement Funds are appropriated to the State Building Board to allocate for requested projects. USHE typically receives 55-60 percent.

† S.B. 2 removes \$66,000,000 ongoing funds and replaces it one-time as part of the "structural swaps" for sales tax reform.

State-Funded Capital Projects				
Bill	Project	Cash	GO Bond	State O&M
S.B. 2	DSU - Human Performance Center cost overrun *	\$ 4,400,000	\$ -	\$ -
S.B. 2	Snow - Student Facility Project*	650,000		50,000
S.B. 2	USU - Grand County USU Extension	1,000,000		-
S.B. 2	DSU - Science Building (Regent Priority 1) †	50,000,000		821,300
S.B. 2	WSU - Noorda Engineering and Applied Science Building (Priority 2) †	50,000,000		659,200
S.B. 2	UVU - New Business Building (Priority 3) †	50,000,000		1,466,900
S.B. 2	SUU - Technology, Engineering & Design Building (Priority 4) ‡	2,000,000		-
S.B. 2	SLCC - Herriman Campus (Priority 4) §	-		-
Total - State-Funded Capital Development Projects		\$ 158,050,000	\$ -	\$ 2,997,400

* Additional funding for higher-than-expected construction costs in a prior-funded project.

† Legislative funding differs from institutional requests of the Regents: WSU - \$45,900,883; DSU - \$57,897,138; UVU - 63,998,237. Intent language requires the institution to 1) develop a plan to utilize the building to meet Regent utilization standards and 2) address capital and operational efficiencies in the design of the building prior to the State transferring the appropriations for use in capital development.

‡ Funding to program and design the \$39,972,837 requested project.

§ Legislative approval to use non-appropriated institutional funds to program and design the \$55,200,613 facility.

Other Funds Projects				
Bill	Project	Funding Source	Amount	State O&M
S.B. 9	UU - Kathryn F. Kirk Center for Comprehensive Cancer Care	Rev. Bond: Hospital Revenue	\$ 89,000,000	\$ -
S.B. 9	UU - Kathryn F. Kirk Center for Comprehensive Cancer Care	Donations	40,000,000	
S.B. 9	UU - Rice-Eccles Stadium South End Zone upgrade	Rev. Bond: Athletic/Institutional	80,000,000	
S.B. 9	USU - Mountain View Residence Hall	Rev. Bond: Rental Revenue	41,600,000	
S.B. 9	USU - East Parking Terrace	Rev. Bond: Parking Fees	11,700,000	
S.B. 9	USU - Space Dynamics Laboratory Research Building	Rev. Bond: Research Revenue	37,700,000	
S.B. 9	USU - Space Dynamics Laboratory High Bay Building	Rev. Bond: Research Revenue	15,000,000	
S.B. 9/3	USU - Information Technology Services Building	Institutional Funds	7,700,000	206,300
S.B. 9/3	USU - Moab Academic Building	Donations	11,000,000	184,500
S.B. 9	DSU - Student Housing	Rev. Bond: Rental Revenue	41,835,000	
S.B. 9	UVU - Sorensen Center	Rev. Bond: Student Fees	24,560,000	
Total - Other Funds Projects			\$ 400,095,000	\$ 390,800

2019-20 Tax Fund Appropriations by Institution

(a)	(b)		(c)		(d)		(e)
2019-20 Beginning On- Going Budget	2019-20 Ongoing Changes**		2019-20 One-time Changes ***		2019-20 Total Changes		2019-20 Operating Budget
Amount	Amount	% Change	Amount	% Change	Amount	% Change	Amount

2 & 4 Year Institutions

University of Utah	\$325,750,400	\$19,480,700	6.0%	\$5,756,600	1.8%	\$25,237,300	7.7%	\$350,987,700
Utah State University	216,480,800	11,105,700	5.1%	(272,000)	-0.1%	10,833,700	5.0%	227,314,500
Weber State University	91,245,200	4,648,800	5.1%	(953,200)	-1.0%	3,695,600	4.1%	94,940,800
Southern Utah University	42,591,300	5,745,100	13.5%	0	0.0%	5,745,100	13.5%	48,336,400
Snow College	27,960,800	1,204,800	4.3%	0	0.0%	1,204,800	4.3%	29,165,600
Dixie State University	40,407,600	3,511,800	8.7%	(821,300)	-2.0%	2,690,500	6.7%	43,098,100
Utah Valley University	117,738,400	7,765,800	6.6%	(1,466,900)	-1.2%	6,298,900	5.3%	124,037,300
Salt Lake Community College	102,468,200	3,327,500	3.2%	0	0.0%	3,327,500	3.2%	105,795,700
SBR Statewide Programs & Adm*	54,733,400	39,350,000	71.9%	0	0.0%	39,350,000	71.9%	94,083,400
Subtotal - 2 & 4 year	\$1,019,376,100	\$96,140,200	9.4%	\$2,243,200	0.2%	\$98,383,400	9.7%	\$1,117,759,500

Notes:

*The increases for SBR Statewide Programs are a result of appropriations which will directly flow to institutions or students

**Refer to 2019-20 appropriation detail regarding on-going budget changes

***Refer to 2019-20 appropriation detail regarding one-time budget changes

Comparison of New Appropriated Ongoing Operating Budgets Recommendations and Appropriations for Recent Years

	INCREASE FROM PREVIOUS YEAR TOTAL EXPENDITURES ⁽¹⁾		INCREASE FROM PREVIOUS YEAR STATE TAX FUNDS ⁽¹⁾		USHE Share of State Tax Funds ⁽²⁾
2010-11					
Regents' Request	\$61,478,900	5.6%	\$61,478,900	9.6%	
Gov. Herbert's Recommendation	\$3,953,900	0.4%	\$3,953,900	0.6%	
Final Appropriation	\$33,393,200	3.0%	\$33,393,200	5.2%	13.5%
2011-12					
Regents' Request	\$39,950,100	3.4%	\$39,950,100	5.9%	
Gov. Herbert's Recommendation	(\$289,100)	0.0%	(\$289,100)	0.0%	
Final Appropriation	(\$12,713,600)	-1.1%	(\$12,713,600)	-1.9%	12.8%
2012-13					
Regents' Request	\$66,216,567	5.3%	\$61,939,900	9.4%	
Gov. Herbert's Recommendation	\$16,064,700	1.3%	\$16,064,700	2.4%	
Final Appropriation	\$23,958,600	1.9%	\$21,348,600	3.2%	12.3%
2013-14					
Regents' Request	\$72,956,500	5.6%	\$70,681,300	10.4%	
Gov. Herbert's Recommendation	\$47,160,500	3.6%	\$44,885,300	6.6%	
Final Appropriation	\$43,925,100	3.4%	\$41,012,300	6.0%	12.4%
2014-15					
Regents' Request	\$150,955,000	10.9%	\$141,083,900	19.5%	
Gov. Herbert's Recommendation	\$43,098,000	3.1%	\$39,075,900	5.4%	
Final Appropriation	\$84,332,400	6.1%	\$81,539,800	11.3%	12.8%
2015-16					
Regents' Request	\$87,342,400	5.8%	\$78,396,100	9.7%	
Gov. Herbert's Recommendation	\$55,875,400	3.7%	\$47,123,500	5.8%	
Final Appropriation	\$45,970,700	3.1%	\$39,700,200	4.9%	12.4%
2016-17					
Regents' Request	\$86,266,100	5.5%	\$76,207,500	9.0%	
Gov. Herbert's Recommendation	\$55,641,400	3.5%	\$48,596,100	5.7%	
Final Appropriation	\$43,847,800	2.8%	\$36,525,300	4.3%	12.9%
2017-18					
Regents' Request	\$85,117,900	5.1%	\$74,296,000	8.4%	
Gov. Herbert's Recommendation	\$44,975,600	2.7%	\$37,522,100	4.3%	
Final Appropriation	\$104,337,600	6.3%	\$55,058,000	6.2%	12.8%
2018-19					
Regents' Request	\$91,722,000	5.2%	\$83,040,500	8.8%	
Gov. Herbert's Recommendation	\$63,696,000	3.6%	\$63,696,000	6.8%	
Final Appropriation	\$79,632,500	4.5%	\$68,357,500	7.3%	12.9%
2019-20					
Regents' Request	\$92,471,426	4.9%	\$84,375,126	8.3%	
Gov. Herbert's Recommendation	\$65,645,100	3.5%	\$57,548,800	5.6%	
Final Appropriation	\$106,717,800	5.7%	\$96,140,200	9.4%	Available June 2019

(1) Regents', Governor, and Final Appropriated ongoing increases of E&G state tax funds and dedicated credits (source: Beginning Base Budget Appropriated less One-time, Sideways sheet, USHE total expenditures and E&G tax fund expenditures, excludes UEN, UCAT, includes UMEC starting in FY15)

(2) Ongoing and one-time appropriations (source: Office of the Legislative Fiscal Analyst Appropriations Reports, Statewide Summary Table 3 and USHE Data Book Tab G Table 4, Higher Ed - State Administration, Colleges & Universities)

2019-20 Appropriations Detail (including 2018-19 Supplementals)

March, 2019

Utah System of Higher Education Total

	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State University	Utah Valley University	Salt Lake Community College	SBR/ Statewide Programs
2018-19 Appropriated Budget (Includes Ongoing, One-time, and Specific Appropriations -- Ties to Legislative Appropriations Acts)										
Total Expenditures	1,853,960,700	651,087,300	374,262,800	165,287,100	85,982,700	44,721,400	70,069,200	246,845,800	164,717,000	50,987,400
Tax Fund Expenditures	1,022,497,900	326,655,600	219,031,200	90,847,300	42,697,600	32,960,800	39,812,600	117,252,000	103,056,500	50,184,300
General Fund	314,230,900	45,635,000	94,330,800	63,785,900	12,379,000	3,059,200	2,932,800	59,440,500	15,055,900	17,611,800
Education Fund	697,431,200	278,978,300	123,040,600	26,348,000	29,998,800	29,720,700	36,590,000	56,810,600	87,221,700	28,722,500
General Fund Restricted	485,800	169,400	316,400	0	0	0	0	0	0	0
Education Fund Restricted	10,350,000	1,872,900	1,343,400	713,400	319,800	180,900	289,800	1,000,900	778,900	3,850,000
Dedicated Credits	819,568,600	318,639,300	149,432,900	74,439,800	43,285,100	11,760,600	30,256,600	129,593,800	61,660,500	500,000
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,143,000	992,400	150,600	0	0	0	0	0	0	0
2018-19 Adjustments to Appropriated Budget (including Dedicated Credits, Allocation of State Funds, Budget Reductions, and Supplemental Appropriations)										
Total Expenditures	30,137,900	10,810,700	4,793,100	916,300	4,886,600	745,500	2,542,600	6,971,100	(1,600,000)	72,000
Tax Fund Expenditures	1,051,900	450,000	0	(103,000)	(36,300)	650,000	0	19,200	0	72,000
Adjustments										
Tuition Work Program Revision	29,086,000	10,360,700	4,793,100	1,019,300	4,922,900	95,500	2,542,600	6,951,900	(1,600,000)	0
O&M - SUU Business (HB1)	(36,300)	0	0	0	(36,300)	0	0	0	0	0
O&M - WSU Social Science (HB1)	(103,000)	0	0	(103,000)	0	0	0	0	0	0
O&M - UVU Performing Arts (HB1)	19,200	0	0	0	0	0	0	19,200	0	0
KUER (SB2)	450,000	450,000	0	0	0	0	0	0	0	0
Student Facility Project (SB2)	650,000	0	0	0	0	650,000	0	0	0	0
Regents & New Century Scholar Appeals (SB2)	72,000	0	0	0	0	0	0	0	0	72,000
Financing										
General Fund	(274,550,000)	(24,550,000)	(85,000,000)	(63,000,000)	(12,000,000)	(2,500,000)	(2,500,000)	(59,000,000)	(14,000,000)	(12,000,000)
Education Fund	275,601,900	25,000,000	85,000,000	62,897,000	11,963,700	3,150,000	2,500,000	59,019,200	14,000,000	12,072,000
Dedicated Credits	29,086,000	10,360,700	4,793,100	1,019,300	4,922,900	95,500	2,542,600	6,951,900	(1,600,000)	0
2018-19 Revised Authorized Budget (Includes Ongoing, One-time, Supplementals, Allocations, and Dedicated Credit Adjustments) TAX FUNDS TIE TO A-1 ACTUALS										
Total Expenditures	1,884,098,600	661,898,000	379,055,900	166,203,400	90,869,300	45,466,900	72,611,800	253,816,900	163,117,000	51,059,400
Tax Fund Expenditures	1,023,549,800	327,105,600	219,031,200	90,744,300	42,661,300	33,610,800	39,812,600	117,271,200	103,056,500	50,256,300
General Fund	39,680,900	21,085,000	9,330,800	785,900	379,000	559,200	432,800	440,500	1,055,900	5,611,800
Education Fund	973,033,100	303,978,300	208,040,600	89,245,000	41,962,500	32,870,700	39,090,000	115,829,800	101,221,700	40,794,500
General Fund Restricted	485,800	169,400	316,400	0	0	0	0	0	0	0
Education Fund Restricted	10,350,000	1,872,900	1,343,400	713,400	319,800	180,900	289,800	1,000,900	778,900	3,850,000
Dedicated Credits	848,654,600	329,000,000	154,226,000	75,459,100	48,208,000	11,856,100	32,799,200	136,545,700	60,060,500	500,000
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,143,000	992,400	150,600	0	0	0	0	0	0	0
Tax Funds % Change from Ongoing Base	0.1%	0.1%	0.0%	-0.1%	-0.1%	2.3%	0.0%	0.0%	0.0%	0.1%

Back out 2018-19 One-time Appropriations from Base

2019-20 Appropriations Detail (including 2018-19 Supplementals)

March, 2019

Utah System of Higher Education Total

	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State University	Utah Valley University	Salt Lake Community College	SBR/ Statewide Programs
Total Expenditures	326,300	(1,355,200)	(2,550,400)	500,900	(70,000)	(5,650,000)	595,000	467,200	(588,300)	8,977,100
General Fund	128,087,300	23,357,300	83,830,000	0	0	2,500,000	2,500,000	0	4,000,000	11,900,000
Education Fund	(136,761,000)	(24,712,500)	(86,380,400)	500,900	(70,000)	(8,150,000)	(1,905,000)	467,200	(4,588,300)	(11,922,900)
Education Fund Restricted	4,500,000	0	0	0	0	0	0	0	0	4,500,000
2019-20 Beginning Base Budget (2018-19 Appropriated less 2018-19 One-time)										
Total Expenditures	1,879,924,900	660,542,800	376,505,500	166,704,300	90,799,300	39,816,900	73,206,800	254,284,100	162,528,700	55,536,500
Tax Fund Expenditures	1,019,376,100	325,750,400	216,480,800	91,245,200	42,591,300	27,960,800	40,407,600	117,738,400	102,468,200	54,733,400
General Fund	167,768,200	44,442,300	93,160,800	785,900	379,000	3,059,200	2,932,800	440,500	5,055,900	17,511,800
Education Fund	836,272,100	279,265,800	121,660,200	89,745,900	41,892,500	24,720,700	37,185,000	116,297,000	96,633,400	28,871,600
General Fund Restricted	485,800	169,400	316,400	0	0	0	0	0	0	0
Education Fund Restricted	14,850,000	1,872,900	1,343,400	713,400	319,800	180,900	289,800	1,000,900	778,900	8,350,000
Dedicated Credits	848,654,600	329,000,000	154,226,000	75,459,100	48,208,000	11,856,100	32,799,200	136,545,700	60,060,500	500,000
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,143,000	992,400	150,600	0	0	0	0	0	0	0
2019-20 Ongoing Base Corrections, Transfers, and Adjustments										
Total Expenditures	(303,100)	0	0	0	0	0	0	0	0	(303,100)
Tax Fund Expenditures	0	0	0	0	0	0	0	0	0	0
Adjustments	(303,100)	0	0	0	0	0	0	0	0	(303,100)
No Child Left Behind Grant Expired	(303,100)	0	0	0	0	0	0	0	0	(303,100)
Financing										
Federal Funds	(303,100)	0	0	0	0	0	0	0	0	(303,100)
2019-20 Adjusted Beginning Base Budget										
Total Expenditures	1,879,621,800	660,542,800	376,505,500	166,704,300	90,799,300	39,816,900	73,206,800	254,284,100	162,528,700	55,233,400
Tax Fund Expenditures	1,019,376,100	325,750,400	216,480,800	91,245,200	42,591,300	27,960,800	40,407,600	117,738,400	102,468,200	54,733,400
General Fund	167,768,200	44,442,300	93,160,800	785,900	379,000	3,059,200	2,932,800	440,500	5,055,900	17,511,800
Education Fund	836,272,100	279,265,800	121,660,200	89,745,900	41,892,500	24,720,700	37,185,000	116,297,000	96,633,400	28,871,600
General Fund Restricted	485,800	169,400	316,400	0	0	0	0	0	0	0
Education Fund Restricted	14,850,000	1,872,900	1,343,400	713,400	319,800	180,900	289,800	1,000,900	778,900	8,350,000
Dedicated Credits	848,654,600	329,000,000	154,226,000	75,459,100	48,208,000	11,856,100	32,799,200	136,545,700	60,060,500	500,000
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	3,902,300	0	3,902,300	0	0	0	0	0	0	0
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,143,000	992,400	150,600	0	0	0	0	0	0	0
2019-20 Ongoing Base Adjustments										
Total Expenditures	0	1,300,400	899,500	482,800	235,700	113,100	94,900	314,300	409,300	(3,850,000)
Tax Fund Expenditures	0	1,300,400	899,500	482,800	235,700	113,100	94,900	314,300	409,300	(3,850,000)
Adjustments										
Performance Based (HB2)	0	1,300,400	899,500	482,800	235,700	113,100	94,900	314,300	409,300	(3,850,000)
Financing										

2019-20 Appropriations Detail (including 2018-19 Supplementals)

March, 2019

Utah System of Higher Education Total

	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State University	Utah Valley University	Salt Lake Community College	SBR/ Statewide Programs
General Fund	225,000,000	225,000,000	0	0	0	0	0	0	0	0
Education Fund	(225,000,000)	(225,000,000)	0	0	0	0	0	0	0	0
Education Fund Restricted	0	1,300,400	899,500	482,800	235,700	113,100	94,900	314,300	409,300	(3,850,000)
2019-20 Ongoing Increases										
Compensation (HB8)	39,239,500	14,460,700	7,910,800	3,507,000	1,869,300	823,300	1,524,500	5,703,400	3,307,800	132,700
Tax Fund Expenditures	29,887,900	10,946,800	6,194,600	2,632,300	1,403,200	627,400	1,145,700	4,278,800	2,526,400	132,700
Salary & Related Benefits 2.5%	31,802,000	12,267,400	6,279,800	2,803,500	1,525,400	635,000	1,189,900	4,373,200	2,617,300	110,500
Financing										
General Fund	126,000	65,200	300	0	0	0	0	0	0	60,500
Education Fund	24,096,400	9,221,500	4,917,500	2,104,200	1,145,000	483,500	894,100	3,280,800	1,999,800	50,000
Dedicated Credits	7,579,600	2,980,700	1,362,000	699,300	380,400	151,500	295,800	1,092,400	617,500	0
Health 4.35%	7,437,500	2,193,300	1,631,000	703,500	343,900	188,300	334,600	1,330,200	690,500	22,200
Financing										
General Fund	20,800	10,400	0	0	0	0	0	0	0	10,400
Education Fund	5,644,700	1,649,700	1,276,800	528,100	258,200	143,900	251,600	998,000	526,600	11,800
Dedicated Credits	1,772,000	533,200	354,200	175,400	85,700	44,400	83,000	332,200	163,900	0
Facilities Support (SB8)										
Tax Fund Expenditures	2,374,900	594,000	480,900	250,300	241,900	68,600	125,000	323,200	223,600	67,400
ISF Rates: Liability Insurance	1,561,200	637,200	335,100	66,100	79,600	23,500	79,000	211,000	111,900	17,800
ISF Rates: Fleet Fuel Network	15,500	1,500	14,000	0	0	0	0	0	0	0
ISF Rates: Fleet Motor Pool	(17,900)	(2,600)	(3,200)	700	(8,100)	(3,800)	(900)	0	0	0
ISF Rates: Property Insurance	898,900	455,700	182,400	29,900	43,200	26,000	24,300	81,300	54,500	1,600
ISF Rates: Attorney General	1,199,000	76,900	231,300	153,600	185,400	37,100	67,200	187,000	122,500	138,000
Financing										
General Fund	1,115,500	94,400	296,600	197,000	137,000	15,400	36,400	217,100	68,200	53,400
Education Fund	1,259,400	499,600	184,300	53,300	104,900	53,200	88,600	106,100	155,400	14,000
Dedicated Credits	1,226,000	574,700	233,000	79,900	58,200	14,200	44,600	156,100	65,300	0
Other Ongoing Increases Expenditures	59,377,400	7,939,900	4,430,200	1,766,200	4,100,000	508,800	2,241,100	3,163,800	577,500	34,649,900
Ongoing Increases										
Utah Communications Authority (SB3)	5,800	0	0	0	0	0	0	0	0	5,800
Teacher Education Initiative (SB3)	60,000	0	0	0	0	0	0	0	60,000	0
Student Growth & Capacity (SB2)	5,000,000	869,900	0	587,100	0	458,800	869,800	1,696,900	517,500	0
SafeUT Operations (HB373)	1,770,000	1,770,000	0	0	0	0	0	0	0	0
Dual Immersion Transition to College (SB2)	500,000	500,000	0	0	0	0	0	0	0	0
Access Utah Promise Scholarship (HB260)	2,000,000	0	0	0	0	0	0	0	0	2,000,000
Career and Technical Education (SB136)	300,000	0	0	0	0	0	0	0	0	300,000
Cancer/Medical Innovation/IPP Research (SB3)	1,000,000	1,000,000	0	0	0	0	0	0	0	0
3 Year Bachelor's Degree (SB2,SB3)	3,800,000	0	0	0	3,800,000	0	0	0	0	0
Wellness (SB2)	550,000	0	0	0	300,000	0	250,000	0	0	0
T.H. Bell Program Amendments (SB3)	304,100	0	0	0	0	0	0	0	0	304,100
Student Prosperity Savings (SB3)	40,000	0	0	0	0	0	0	0	0	40,000
4-H Initiative (SB2)	1,270,200	0	1,270,200	0	0	0	0	0	0	0
O&M Student Facility Project (SB2)	50,000	0	0	0	0	50,000	0	0	0	0

2019-20 Appropriations Detail (including 2018-19 Supplementals)

March, 2019

Utah System of Higher Education Total

	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State University	Utah Valley University	Salt Lake Community College	SBR/ Statewide Programs
Career and Technical Education (SB2)	2,033,300	0	2,033,300	0	0	0	0	0	0	0
Engineering Initiative (SB2)	5,000,000	0	0	0	0	0	0	0	0	5,000,000
Performance Based (SB2)	27,000,000	0	0	0	0	0	0	0	0	27,000,000
O&M Innovation Plaza (HB1)	300,000	0	0	0	0	0	300,000	0	0	0
Rare Insect Conservation Coordinator (SB3)	93,900	0	93,900	0	0	0	0	0	0	0
School of Dentistry (SB2)	1,500,000	1,500,000	0	0	0	0	0	0	0	0
Rural and Underserved Utah Training Exp (SB2)	1,500,000	1,500,000	0	0	0	0	0	0	0	0
Psychiatry Medical Residents (SB3)	800,000	800,000	0	0	0	0	0	0	0	0
O&M DSU Science Building (SB2)	821,300	0	0	0	0	0	821,300	0	0	0
Strategic Workforce Initiative (SB2)	956,100	0	436,200	519,900	0	0	0	0	0	0
O&M WSU Noorda Engg & Applied Sci (SB2)	659,200	0	0	659,200	0	0	0	0	0	0
O&M USU Revenue Bonds & Capital Fac.(SB3)	596,600	0	596,600	0	0	0	0	0	0	0
O&M UVU Business Building (SB2)	1,466,900	0	0	0	0	0	0	1,466,900	0	0
Financing										
General Fund	4,704,100	3,300,000	1,364,100	0	0	0	0	0	0	40,000
Education Fund	54,673,300	4,639,900	3,066,100	1,766,200	4,100,000	508,800	2,241,100	3,163,800	577,500	34,609,900

2019-20 Ongoing Appropriated Adjustments, Reductions, and Increases

Total Expenditures	102,217,800	24,869,700	13,954,400	6,086,200	6,505,100	1,528,000	4,030,100	9,660,800	4,583,500	31,000,000
Tax Fund Expenditures	91,640,200	20,781,100	12,005,200	5,131,600	5,980,800	1,317,900	3,606,700	8,080,100	3,736,800	31,000,000
General Fund	230,966,400	228,470,000	1,661,000	197,000	137,000	15,400	36,400	217,100	68,200	164,300
Education Fund	(139,326,200)	(208,989,300)	9,444,700	4,451,800	5,608,100	1,189,400	3,475,400	7,548,700	3,259,300	34,685,700
Education Fund Restricted	0	1,300,400	899,500	482,800	235,700	113,100	94,900	314,300	409,300	(3,850,000)
Dedicated Credits	10,577,600	4,088,600	1,949,200	954,600	524,300	210,100	423,400	1,580,700	846,700	0

2019-20 Ongoing Appropriated Budget

Total Expenditures	1,981,839,600	685,412,500	390,459,900	172,790,500	97,304,400	41,344,900	77,236,900	263,944,900	167,112,200	86,233,400
Tax Fund Expenditures	1,111,016,300	346,531,500	228,486,000	96,376,800	48,572,100	29,278,700	44,014,300	125,818,500	106,205,000	85,733,400
General Fund	398,734,600	272,912,300	94,821,800	982,900	516,000	3,074,600	2,969,200	657,600	5,124,100	17,676,100
Education Fund	696,945,900	70,276,500	131,104,900	94,197,700	47,500,600	25,910,100	40,660,400	123,845,700	99,892,700	63,557,300
General Fund Unrestricted	485,800	169,400	316,400	0	0	0	0	0	0	0
Education Fund Restricted	14,850,000	3,173,300	2,242,900	1,196,200	555,500	294,000	384,700	1,315,200	1,188,200	4,500,000
Dedicated Credits	859,232,200	333,088,600	156,175,200	76,413,700	48,732,300	12,066,200	33,222,600	138,126,400	60,907,200	500,000
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	3,902,300	0	3,902,300	0	0	0	0	0	0	0
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,143,000	992,400	150,600	0	0	0	0	0	0	0
Ongoing Tax Funds % Change from Adj. Beg. Base	9.0%	6.4%	5.5%	5.6%	14.0%	4.7%	8.9%	6.9%	3.6%	56.6%

2019-20 Appropriated One-time Increases

Tax Fund Expenditures	2,243,200	5,756,600	(272,000)	(953,200)	0	0	(821,300)	(1,466,900)	0	0
O&M USU Biological Sciences (HB1)	(211,700)	0	(211,700)	0	0	0	0	0	0	0
O&M UU Medical Education (HB1)	(473,400)	(473,400)	0	0	0	0	0	0	0	0
O&M WSU Noorda Engg & Applied Sci (SB2)	(659,200)	0	0	(659,200)	0	0	0	0	0	0

2019-20 Appropriations Detail (including 2018-19 Supplementals)

March, 2019

Utah System of Higher Education Total

	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State University	Utah Valley University	Salt Lake Community College	SBR/ Statewide Programs
O&M UVU Business Building - (SB2)	(1,466,900)	0	0	0	0	0	0	(1,466,900)	0	0
O&M WSU Davis Computer & Auto Engg (HB1)	(364,000)	0	0	(364,000)	0	0	0	0	0	0
O&M USU Revenue Bonds & Capital Fac.(SB3)	(596,600)	0	(596,600)	0	0	0	0	0	0	0
Utah Coal Country Strike Team (SB2)	500,000	500,000	0	0	0	0	0	0	0	0
Kem C. Gardner Initiatives (SB3)	210,000	210,000	0	0	0	0	0	0	0	0
Primary Care Workforce Model (SB2)	300,000	300,000	0	0	0	0	0	0	0	0
Advance Research & Treatment of Cancer (SB3)	5,000,000	5,000,000	0	0	0	0	0	0	0	0
Cancer/Medical Innovation/IPP Research (SB3)	500,000	500,000	0	0	0	0	0	0	0	0
Study Adverse Effects of Cannabis (SB2)	20,000	20,000	0	0	0	0	0	0	0	0
Psychiatry Medical Residents (SB3)	(800,000)	(800,000)	0	0	0	0	0	0	0	0
O&M DSU Science Building (SB2)	(821,300)	0	0	0	0	0	(821,300)	0	0	0
Carbon Combustion Lab (SB3)	250,000	0	250,000	0	0	0	0	0	0	0
Strategic Workforce Initiative (SB2)	356,300	0	286,300	70,000	0	0	0	0	0	0
Statewide Public Safety Intelligence Tool (SB2)	500,000	500,000	0	0	0	0	0	0	0	0
Financing										
General Fund	5,730,000	5,730,000	0	0	0	0	0	0	0	0
Education Fund	(3,486,800)	26,600	(272,000)	(953,200)	0	0	(821,300)	(1,466,900)	0	0

2019-20 Total Appropriated Budget (Includes Ongoing and One-time Appropriations -- TIES TO APPROPRIATIONS ACTS)

Total Expenditures	1,984,082,800	691,169,100	390,187,900	171,837,300	97,304,400	41,344,900	76,415,600	262,478,000	167,112,200	86,233,400
Tax Fund Expenditures	1,113,259,500	352,288,100	228,214,000	95,423,600	48,572,100	29,278,700	43,193,000	124,351,600	106,205,000	85,733,400
General Fund	404,464,600	278,642,300	94,821,800	982,900	516,000	3,074,600	2,969,200	657,600	5,124,100	17,676,100
Education Fund	693,459,100	70,303,100	130,832,900	93,244,500	47,500,600	25,910,100	39,839,100	122,378,800	99,892,700	63,557,300
General Fund Restricted	485,800	169,400	316,400	0	0	0	0	0	0	0
Education Fund Restricted	14,850,000	3,173,300	2,242,900	1,196,200	555,500	294,000	384,700	1,315,200	1,188,200	4,500,000
Dedicated Credits	859,232,200	333,088,600	156,175,200	76,413,700	48,732,300	12,066,200	33,222,600	138,126,400	60,907,200	500,000
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	3,902,300	0	3,902,300	0	0	0	0	0	0	0
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,143,000	992,400	150,600	0	0	0	0	0	0	0
Total Tax Funds % Change from Adj. Beg. Base	9.2%	8.1%	5.4%	4.6%	14.0%	4.7%	6.9%	5.6%	3.6%	56.6%

2019-20 Total Authorized Budget Ongoing and One-time Appropriations, Work Program Revisions -- TIE TO DRAW SCHEDULES, TIE TO A-1 BUDGETS)

Total Expenditures	1,984,082,800	691,169,100	390,187,900	171,837,300	97,304,400	41,344,900	76,415,600	262,478,000	167,112,200	86,233,400
Tax Fund Expenditures	1,113,259,500	352,288,100	228,214,000	95,423,600	48,572,100	29,278,700	43,193,000	124,351,600	106,205,000	85,733,400
General Fund	404,464,600	278,642,300	94,821,800	982,900	516,000	3,074,600	2,969,200	657,600	5,124,100	17,676,100
Education Fund	693,459,100	70,303,100	130,832,900	93,244,500	47,500,600	25,910,100	39,839,100	122,378,800	99,892,700	63,557,300
General Fund Restricted	485,800	169,400	316,400	0	0	0	0	0	0	0
Education Fund Restricted	14,850,000	3,173,300	2,242,900	1,196,200	555,500	294,000	384,700	1,315,200	1,188,200	4,500,000
Dedicated Credits	859,232,200	333,088,600	156,175,200	76,413,700	48,732,300	12,066,200	33,222,600	138,126,400	60,907,200	500,000
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	3,902,300	0	3,902,300	0	0	0	0	0	0	0
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,143,000	992,400	150,600	0	0	0	0	0	0	0

2019-20 Operating Budget Comparison (Tax Funds Only)

Board of Regents Request as compared to Governor Herbert and Executive Appropriations Committee

Utah System of Higher Education Budget Priorities	Board of Regents	Governor Herbert		Executive Appropriations Committee		
	Amount	Amount	Above/ (Below) SBR	Amount	Above/ (Below) Gov	Above/ (Below) SBR
On-going Increase						
Compensation	\$26,162,039	\$30,194,800	\$4,032,761	29,887,900	(\$306,900)	\$3,725,861
2% Salary Increase (75/25 match) ¹	19,574,148	24,464,200	4,890,052	24,222,400	(241,800)	4,648,252
5% Health Premium Increases (75/25 match) ²	6,587,891	5,730,600	(857,291)	5,665,500	(65,100)	(922,391)
Affordable Access	14,180,200	11,374,000	(2,806,200)	4,677,400	(6,696,600)	(9,502,800)
Regents' Scholarships	4,000,000	4,000,000	-	-	(4,000,000)	(4,000,000)
Statewide Advising Corp	5,995,000	5,995,000	-	-	(5,995,000)	(5,995,000)
Institution Based Student Aid, Student Employment & Internships	3,185,200	-	(3,185,200)	-	-	(3,185,200)
First Gen and Underserved Student Access Programs	1,000,000	-	(1,000,000)	-	-	(1,000,000)
Equity Funding for Technical Education Tuition in Rural Utah	-	1,379,000	1,379,000	2,033,300	654,300	2,033,300
Access Utah Promise Scholarship	-	-	-	2,000,000	2,000,000	2,000,000
T.H. Bell Program Amendments	-	-	-	304,100	304,100	304,100
Career & Technical Education Scholarship	-	-	-	300,000	300,000	300,000
Student Prosperity Savings	-	-	-	40,000	40,000	40,000
Timely Completion	15,366,287	6,150,000	(9,216,287)	3,800,000	(2,350,000)	(11,566,287)
Three Year Bachelor's Degree	2,800,000	6,150,000	3,350,000	3,800,000	(2,350,000)	1,000,000
Advising, Retention, And Student Success Programs	10,566,287	-	(10,566,287)	-	-	(10,566,287)
Online Programs	2,000,000	-	(2,000,000)	-	-	(2,000,000)
Workforce and Research	10,019,800	-	(10,019,800)	7,050,000	7,050,000	(2,969,800)
Health Professions and Related Programs	5,619,800	-	(5,619,800)	-	-	(5,619,800)
Engineering, IT, and Related Technologies	4,100,000	-	(4,100,000)	-	-	(4,100,000)
Construction, Composites and Diesel Technologies/Technicians	300,000	-	(300,000)	-	-	(300,000)
Engineering Initiative	-	-	-	5,000,000	5,000,000	5,000,000
Cancer/Medical Innovation/IP Research	-	-	-	1,000,000	1,000,000	1,000,000
Strategic Workforce Initiative	-	-	-	956,100	956,100	956,100
Rare Insect Conservation Coordinator	-	-	-	93,900	93,900	93,900
Student Growth & Capacity	18,646,800	9,830,000	(8,816,800)	12,956,000	3,126,000	(5,690,800)
Systemwide Cyber Security	7,150,000	7,150,000	-	-	(7,150,000)	(7,150,000)
New Faculty for High Demand, High Growth Programs	7,701,800	-	(7,701,800)	-	-	(7,701,800)
Student Services and Operational Support	905,000	-	(905,000)	-	-	(905,000)
Institutional IT, Classroom Equipment & Data Technology	1,390,000	-	(1,390,000)	-	-	(1,390,000)
Institution Salary Equity	1,500,000	-	(1,500,000)	-	-	(1,500,000)
Suicide Prevention Psychiatry Medical Residents	-	1,500,000	1,500,000	800,000	(700,000)	800,000
Technical Education Program in Rural Utah	-	655,000	655,000	-	(655,000)	-
Reading Clinic for K-12 Students	-	525,000	525,000	-	(525,000)	-
Institution Based Programs	-	-	-	5,000,000	5,000,000	5,000,000
SafeUT Operations	-	-	-	1,770,000	1,770,000	1,770,000
School of Dentistry	-	-	-	1,500,000	1,500,000	1,500,000
Rural and Underserved Medicine Training Experience	-	-	-	1,500,000	1,500,000	1,500,000
4-H Initiative	-	-	-	1,270,200	1,270,200	1,270,200
Wellness	-	-	-	550,000	550,000	550,000
Dual Immersion Transition to College	-	-	-	500,000	500,000	500,000
Teacher Education Initiative	-	-	-	60,000	60,000	60,000
Utah Communications Authority	-	-	-	5,800	5,800	5,800
Performance Based Funding	-	-	-	31,500,000	31,500,000	31,500,000
Internal Service, Operations and Maintenance	-	-	-	6,268,900	6,268,900	6,268,900
Operations and Maintenance	-	-	-	3,894,000	3,894,000	3,894,000
Internal Service Funds (Liability, Fleet, Property, AG)	-	-	-	2,374,900	2,374,900	2,374,900
Subtotal - USHE Priority On-going Increase	84,375,126	57,548,800	(26,826,326)	96,140,200	38,591,400	11,765,074
USHE Budget Priorities Percent Increase	8.3%	5.6%	-2.6%	9.4%	3.8%	1.2%
One-time Increase⁴	(2,997,500)	47,002,500	50,000,000	2,243,200	(44,759,300)	5,240,700
Endowment Scholarship Fund (need based) ³	-	50,000,000	50,000,000	-	(50,000,000)	-
Statewide Advising Corp	(2,997,500)	(2,997,500)	-	-	-	-
Advance Research & Treatment of Cancer	-	-	-	5,000,000	5,000,000	5,000,000
Statewide Public Safety Intelligence Tool	-	-	-	500,000	500,000	500,000
Cancer/Medical Innovation/IPP Research	-	-	-	500,000	500,000	500,000
Utah Coal Country Strike Team	-	-	-	500,000	500,000	500,000
Strategic Workforce Initiative	-	-	-	356,300	356,300	356,300
Primary Care Workforce	-	-	-	300,000	300,000	300,000
Carbon Combustion Lab	-	-	-	250,000	250,000	250,000
Kem C. Gardner Policy Institute	-	-	-	210,000	210,000	210,000
Study Adverse Effects of Cannabis	-	-	-	20,000	20,000	20,000
Psychiatry Medical Residents	-	-	-	(800,000)	(800,000)	(800,000)
Operations and Maintenance	-	-	-	(4,593,100)	(4,593,100)	(4,593,100)
Subtotal - One-time Increase	(2,997,500)	47,002,500	50,000,000	2,243,200	(44,759,300)	5,240,700
USHE Budget Priorities Percent Increase	-0.3%	4.6%	4.9%	0.2%	-4.4%	0.5%
Total Appropriation (On-going and One-time)	\$81,377,626	\$104,551,300	\$23,173,674	\$98,383,400	(\$6,167,900)	\$17,005,774
USHE Budget Priorities Percent Increase	8.0%	10.3%	2.3%	9.7%	-0.6%	1.7%

¹ Board of Regents September 2018 approved budget request of 2% salary and related benefits compared to Governor and EAC of 2.5%

² Board of Regents September 2018 approved budget request of 5% health insurance increase compared to Governor and EAC of 4.35%

³ Endowment Fund with a percentage of investment income awarded as need based scholarships

⁴ This represents only 2019-2020 one-time increases. There was an additional \$1,051,900 one-time supplemental increases for 2018-19