



MEMORANDUM

TAB B

March 24, 2022

2022-23 Degree Granting Differential Tuition Proposals

[Board Policy R510, Tuition and Fees](#) requires the Board to approval new and existing academic program differential tuition. The Board may authorize differential tuition schedules for programs on a case-by-case basis, where increases are above or below the regular institutional tuition proposed increase. The policy further requires institutions to 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

The following institutions are requesting program differential tuition in *addition* to the base tuition rate or *total* tuition rate specific to the program.

Institution	Program	Differential Tuition	Additional or Total
University of Utah	College of Engineering-lower	\$64.60 per credit hour	Additional
	College of Law	\$464.85 per credit hour	Additional
	College of Science-undergrad	\$60 per credit hour	Additional
	Masters in Digital Dentistry	\$2,400 per credit hour	Total
	Doctor of Physical Therapy	\$871.55 per credit hour	Total
	Masters in Cybersecurity ¹	\$675 per credit hour	Total
	Masters of Engineering Mngt ¹	\$850 per credit hour	Total
	Masters in Teaching Fine Arts ¹	\$850 per credit hour	Total
	Masters of Legal Studies ¹	\$1,050 per credit hour	Total
	MS of Nursing Informatics ¹	\$900 per credit hour	Total
	Masters of Public Health ¹	\$675 per credit hour	Total
	Master in Special Education ¹	\$500 per credit hour	Total
	Masters in Systems Engrg ¹	\$850 per credit hour	Total
	Speech-Language Pathology Assistant Graduate Certificate Program	\$3,481.61 zero hour plus \$618 per credit hour	Total
Utah State University	School of Business-upper	\$20 per credit hour	Additional
Weber State University	Physician Assistant	\$619 per credit hour	Total
Utah Valley University	Online Undergraduate	\$260 per credit hour	Total
	Online-only nonres. Graduate	Resident tuition	Total

¹Previously approved amount will be used for online tuition for resident and nonresident students

Attachment

Utah System of Higher Education



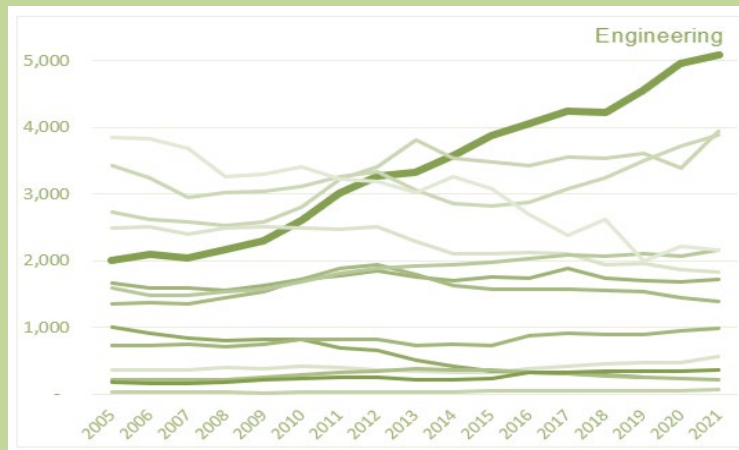
FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution:	University of Utah
Fiscal Year:	2023
Prepared by:	EH
Program:	College of Engineering Undergraduate Lower Division
Due date:	March 10, 2022
Submission Date:	14-Mar-22

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:

In harmony with overall strong market demand for engineering courses, this chart shows undergraduate enrollment by college at the University of Utah and highlights that, for the College of Engineering, enrollment has grown dramatically over time..



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

Despite the fact that College of Engineering students at the University of Utah have been paying differential tuition for eight years, it has not seemed to discourage students from selecting engineering or computer science as a major. Undergraduate enrollment in the College has grown dramatically showing the number of freshman entering the College, indicates that this trend is likely to continue. More than one in five of the U's incoming class has declared that they are seeking a College of Engineering degree. The number of transfer students into Engineering has also grown considerably. While the number of students coming into Engineering at the U of U has grown, the demographics of the student body have also changed. In 2005, there were 208 undergraduate women students in the College; today there are 1,060. This has changed the fraction of women students from 10 to 21% (the national average). In 2005 there were 405 undergraduate students of color; now there are 1924. Students of color have gone from 20% to 38% of our student body, which is quite remarkable, given the fact that only 22% of the Utah high school graduating class are students of color. We also find it notable that our retention of women students and students of color in the College of Engineering is higher than the retention of male students and white students. As the number of students in Engineering has grown, the need for more teaching assistants, advisors and central staff has grown faster than the budget model has provided funds. Extending Engineering Differential Tuition to the lower-level courses would go far in addressing this shortfall. Advisors play a critical role in retention and time to graduation, especially in Engineering, where courses usually have a rigid prerequisite relationship. Also, as a critical part of our Operation Bold proposal, we will enhance the student experience, recruit more top students, and improve retention by expanding our 22-year old Engineering Scholars Program from ten students per class to 350 students per class. And it should be noted that both the College of Engineering Student Council and College of Engineering Open Student Meetings approved of the undergraduate lower division differential proposal.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

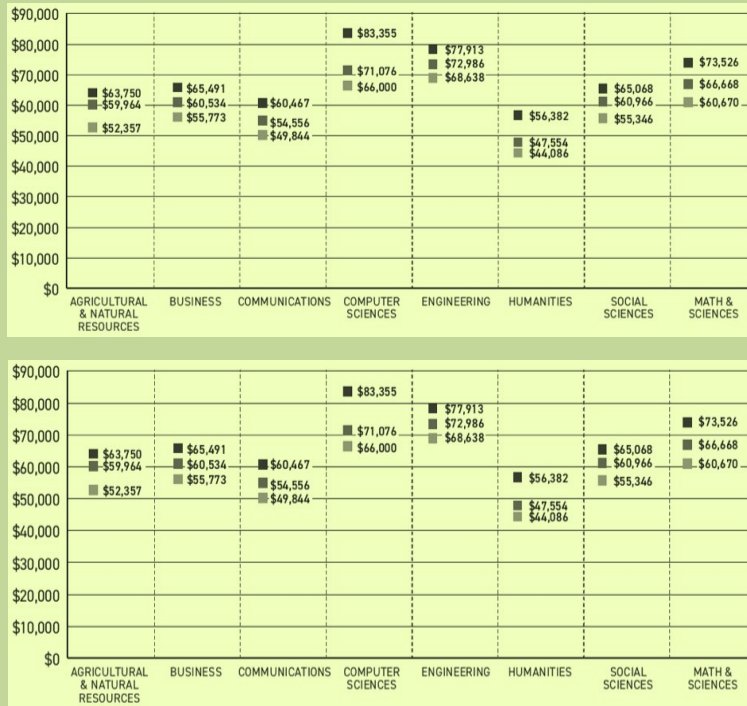
Representative 2021-22 engineering differential tuitions are shown below.

Institution	Undergraduate		Graduate		Source
	Total Annual Tuition	Engineering Differential	Total Annual Tuition	Engineering Differential	
University of Utah	\$11,075	\$1,097	\$9,636	\$1,567	Link
University of Arizona	\$13,754	\$1,350	\$13,460	\$0	Link
Univ. of Colorado at Boulder	\$15,952	\$3,456	\$18,268	\$3,560	Link
Oregon State University	\$15,158	\$2,475	\$17,162	\$1,593	Link
University of Michigan	\$22,278	\$4,070	\$29,444	\$3,734	Link
University of Illinois	\$21,960	\$5,094	\$17,290	\$5,822	Link
University of Iowa	\$13,104	\$3,162	\$12,311	\$421	Link

Notes: Undergraduate students are assumed to be in-state, upper-division, taking 15 credits per semester or quarter, of which 9 are engineering courses. Graduate students are assumed to be in-state, taking 9 engineering credits per semester or quarter.

4.2.4. Potential Earnings Capacity of Program Graduates:

Fortunately, there is a good return on the investment that engineering and computer science students pay for tuition. See below.



4.2.5. Societal Importance of the Program:

Engineering could be considered at the heart of scientific and technical development across a wide array of industries and sectors that impact our global and local societies. The College of Engineering current mission statement frames it well, stating that the college seeks, "to prepare students for leadership positions and professional practice in academia, industry and government; to improve the productivity, health, safety and enjoyment of human life through leading-edge research; and to stimulate and grow the economy by providing qualified engineering professionals and by transferring the technologies developed in College of Engineering research to the private sector." With sufficient resources in hand, the College aims to continue to fulfill this mission.

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

Taken from the universities institutional analysis data, the table below reflects the student enrollment by course division over time..

Student Credit Hours and FTE		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
SCH	Lower Division	17,502	17,845	17,912	19,316	20,550	21,103	23,858
	Upper Division	31,567	34,706	36,082	39,509	39,966	42,020	45,664
	Basic Graduate	11,213	12,012	13,040	13,235	12,830	12,528	12,504
	Advanced Graduate	7,339	7,229	7,700	7,829	8,161	8,170	8,701
FTE	Lower Division	583	595	597	644	685	703	795
	Upper Division	1,052	1,157	1,203	1,317	1,332	1,401	1,522
	Basic Graduate	561	601	652	662	642	626	625
	Advanced Graduate	367	361	385	391	408	409	435
FTE/FTE	LD FTE per Total Faculty FTE	2.5	2.5	2.4	2.4	2.5	2.5	2.8
	UD FTE per Total Faculty FTE	4.6	4.8	4.8	4.9	4.8	4.9	5.4
	BG FTE per Total Faculty FTE	2.4	2.5	2.6	2.5	2.3	2.2	2.2
	AG FTE per Total Faculty FTE	1.6	1.5	1.5	1.5	1.5	1.4	1.5

Estimated Revenue and Uses (including program and institution):

We propose that both graduate and undergraduate Engineering Differential Tuition rates be increased by the same percentage as the base tuition increase, which we understand might be up to 6%. **Furthermore, we request that Undergraduate Differential Tuition be extended to lower-level (freshman and sophomore) engineering courses under the same rules that apply to the upper-level undergraduate courses. This change would be implemented in stages, with differential tuition being applied to the freshman courses starting in the 2022-23 academic year, and to the sophomore courses beginning in the 2023-24 academic year.** In this way, students who entered the University this year, thinking that lower-division courses have no differential tuition, would, in fact, see no differential tuition until they reach the junior-level courses. Students who start at the U this year would know that the lower-level courses carry differential tuition. The current rate is \$60.95 per credit hour, but as noted, this will be increased, if approved by the Trustees, by the same percentage as base tuition.

The total number of student credit hours taught in the past year by the College of Engineering at the 1,000 and 2,000 level was 23,876. If the \$60.95/hr differential tuition were increased by 6% to **\$64.60**, then the total increase in tuition would be \$1,542,390. With a growing student body and annual adjustments, this revenue is expected to increase in future years.

Regarding the uses of funds, the primary reason for requesting this additional differential tuition is to support our core engineering education mission. As the number of students in Engineering has grown, the need for more teaching assistants, advisors and central staff has grown faster than the budget model has provided funds. As a critical part of our Operation Bold proposal, we will enhance the student experience, recruit more top students, and improve retention by expanding our 22-year old Engineering Scholars Program from ten students per class to 350 students per class. Restore tutoring services given through the Engineering Tutoring Center. A major component of the increased cost of educating engineers is the cost of laboratories; equipment (some of it very expensive) must be purchased, maintained, updated and replaced. Extending differential tuition to these lower-division courses will provide the funds to hire the needed undergraduate TAs, while making these courses fiscally solvent so that we can afford to grow the enrollment and offer them to all who are interested.

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

	Institution: University of Utah
Fiscal Year: 2023	Prepared by: EH
	Due date: March 10, 2022
Program: College of Law	Submission Date: 14-Mar-22

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 Labor of Bureau and Statistics suggested that "Employment in legal occupations is projected to grow 9 percent from 2020 to 2030, about as fast as the average for all occupations, and will result in about 116,600 new jobs. As law firms try to increase the efficiency of legal services and reduce their costs, there is expected to be strong demand to hire more paralegals and legal assistants. Additionally, the demand for lawyers is expected to continue as individuals, businesses, and governments require legal services in many areas."

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

This increase in tuition differential will positively impact our students as these funds would be used to help grow several areas within our College including Academic Support, Admissions, etc. Additionally, this funding would support a bar exam review program for our students. It has been over ten years since the College of Law has requested an additional increase on our tuition differential amount. Due to inflation and increased expenses, an increase on our tuition differential amount is required to meet the needs of our students. Dean Kronk Warner and Dean of Student Affairs and Equity, Diversity, and Inclusion Brian Burton reached out to the Student Bar Association (student leadership at the College) to obtain student feedback on the proposed increases. There appears to be strong student support for the proposed increased to cover bar preparation costs. Additionally, students understand the need for increased staffing in the admissions and academic support departments. Students did not support increases to the career development and faculty research budgets that were originally proposed and those proposals were removed from this request.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

Below is a comparable table including our standard peer group and a few aspirational institutions.

Institution	Resident Tuition (Per annual)	Nonresident Tuition (Per annual)
Utah, University of	\$29,272	\$38,613
Washington, University of	\$38,886	\$50,385
Oregon, University of	\$38,088	\$47,952
Colorado, University of	\$29,718	\$36,504
Virginia, University of	\$63,238	\$65,556
California-Berkeley, University of	\$60,658	\$63,316
California-Los Angeles, University of	\$49,974	\$58,245
Texas at Austin, University of	\$36,429	\$54,096
Minnesota, University of	\$44,376	\$53,352

4.2.4. Potential Earnings Capacity of Program Graduates:

According to the Bureau of Labor Statistics, as of May 2020, in the U.S., legal occupations were cited as having annual wages ranging from \$39,070 (10 percentile) to \$148,340 (90 percentile).

4.2.5. Societal Importance of the Program:

The college of law plays a pivotal role in educating the current and forthcoming workforce in the state of Utah and the nation at large in matters surrounding the law. The legal profession contributes to the order, peace, balance and administration of justice within society. As expressed in the colleges mission statement, "The mission of the University of Utah S.J. Quinney College of Law is to excel in professional legal education; to advance knowledge through high quality legal and interdisciplinary scholarship; to serve the University, the State of Utah, our nation, and the international community; and to improve the human and global condition. It is the law school's further mission to maintain and enhance our national presence as a preeminent institution of legal education, while recognizing our special obligation as the state law school to the Utah community and the Utah State Bar."

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

Below we provide trend data taken from the university's department of Institutional Analysis dashboard for the college.

Student Credit Hours and FTE		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
SCH	Lower Division							
	Upper Division	0	0	0	21	0	0	0
	Basic Graduate	3,032	2,851	2,768	2,715	3,251	3,601	3,162
	Advanced Graduate	7,203	6,902	6,142	5,283	5,321	5,531	5,825
FTE	Lower Division							
	Upper Division	0	0	0	1	0	0	0
	Basic Graduate	152	143	138	136	163	180	158
	Advanced Graduate	360	345	307	264	266	277	291

Estimated Revenue and Uses (including program and institution):

We are requesting a tuition differential increase of 20% in addition to the university tuition increase percentage for FY23, approximately up to a 26% increase in total. It has been over ten years since the College of Law has requested an additional increase on our tuition differential amount. Due to inflation and increased expenses, an increase on our tuition differential amount is required to meet the needs of our students. Current rate is \$368.93 and this increase would add approx. \$95.92 to bring the total differential to **\$464.85** per credit hour.

This calculates to approximately \$720,983.40 additional tuition differential funds (\$2,584.17 per year per student). This is a differential increase that will provide ongoing funding to the college directly. Additionally, all of the money will be used to directly support students with additional resources. The College of Law doesn't anticipate needing to make an additional request to increase tuition differential in the next few years if this request is granted.

The College of Law is in need of additional tuition differential funds, in addition to our increased efforts to increase academic and bar passage support, so that we may improve our national rankings and becoming a top 10 public law school as well as ensure bar passage for the majority of our students. Additionally, the increased revenue will be used to provide increased support to college applicants during the admissions process. This increase will help address the current wage pressures, faculty and staff compensation, and increased expenses required for student success. This funding will also allow the College to grow which will allow us to recruit top national, diverse students and staff, increase student diversity, and increase staffing needs to accommodate the growth.

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution:	University of Utah
Fiscal Year:	2023
Prepared by:	Ethan Hacker
Due date:	March 10, 2022
Program:	College of Science Undergraduate
Submission Date:	14-Mar-22

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 College of Science already draws a significant number of undergraduate students to the University of Utah. This differential tuition request is not necessarily new but represents a significant increase beyond the current FY22 rate of \$23.30. Overall, and in general, the current market demand for the various courses offered by the College of Science continues to hold strong.

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

In January, the College convened a student focus group to discuss the possibility of an increase in differential tuition. The three-year tiered proposal was presented, as well as plans to use the increase to fund increased research opportunities, including expanded access to the Science Research Initiative, and increased resources for Learning Assistants to promote student success. Plans to increase student scholarships and paid opportunities in the College were also discussed. The student focus group agreed that the proposed differential tuition increase was reasonable. They felt that expanded access to research opportunities, as well as increased resources for success in science and mathematics courses, would justify such an increase. However, they expressed a desire for transparency about how the increased tuition revenue would directly be invested into these areas of focus, as well as reporting on increases in student scholarship and other opportunities. In response to this desire, the College plans to clearly communicate how differential tuition revenue is used to its students, and report on the scholarships that students are receiving.

The funding will go towards two critical areas of focus: increasing research opportunities for students; and increasing support for student success in essential math and science courses. The increased revenue will allow the College to support more Learning Assistants (LAs), Teaching Assistants (TA), and postdoctoral fellows who will participate in advancing both areas of focus. The College has developed a program, called the Science Research Initiative (SRI), to scale undergraduate research experiences to all of its majors. Studies show that students who participated in this type of cohort-based experiential learning program nationally are more likely to graduate on time, have a higher GPA, and eventually earn an advanced degree. The program currently is serving about 150 students in their freshman and sophomore years. To scale that to 500-600 (the number projected to reach all students in those years who wish to participate), more graduate student and postdoctoral fellow mentors are needed. The revenue from increased differential tuition will be used to increase hiring of graduate students and postdoctoral fellows.

The College is also committed to raising substantial new scholarship funds to offset the costs of the increase in differential tuition. This will be especially important for students with high financial need. In addition, as mentioned above, some of the increased differential tuition funding will be used for programs that provide paid on campus jobs for undergraduates. All of the increased differential tuition funding will be used to enhance student-focused programs

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

There are wide variations in the tuition and fees charged by institutions of higher education. However, here are some of the rates for other public universities that use the differential tuition model in their science courses.

Institution:	Rate:
Colorado State University	\$74 Per Credit Hour
Iowa State University	\$72 Per Credit Hour
University of Cincinnati	\$18 Per Credit Hour
University of Illinois-Chicago	\$74 Per Credit Hour
University of Oklahoma	\$40 Per Credit Hour
University of Texas Austin	\$38 Per Credit Hour

4.2.4. Potential Earnings Capacity of Program Graduates:

The College of Science impacts students not only majoring in science, but most other majors in STEM disciplines and Health Sciences. According to the National Science Board, as of 2019, STEM workers had a higher median earnings (55,000) than non-STEM workers (33,000) in the U.S.

4.2.5. Societal Importance of the Program:

As Utah's STEM-based economy continues to grow, employers increasingly want well-educated STEM employees with experience in laboratory research and other hands-on activities. Corporate leaders have reported they are especially interested in team-based projects that focus on research and innovation. Programs like the Science Research Initiative (SRI) and student participation in faculty labs are designed to meet those needs. With an increase in differential tuition, the College aims to scale the SRI to allow any entering student to participate.

In addition, students still need a strong academic foundation to either transition into the STEM workforce or pursue graduate or professional degrees (something done by about two-thirds of College of Science graduates). Experience shows that success in specific introductory courses is essential to that progression. Data from the College also shows that the presence of Learning Assistants (LAs) and Teaching Assistants (TAs) in courses results in better student outcomes. Students in these classes have a better understanding of the academic content and earn better grades than students in courses without the same support.

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

Below is a table that shows how enrollments have changed over time by course level, student FTE and SCH.

Student Credit Hours and FTE		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
SCH	Lower Division	105,864	106,387	105,690	107,862	105,819	100,778	101,882
	Upper Division	22,986	21,755	21,288	22,183	21,572	20,603	21,318
	Basic Graduate	2,862	2,985	1,916	1,850	1,853	1,952	1,711
	Advanced Graduate	6,822	6,671	7,300	6,973	6,367	6,393	6,157
FTE	Lower Division	3,529	3,546	3,523	3,595	3,527	3,359	3,396
	Upper Division	766	725	710	739	719	687	711
	Basic Graduate	143	149	96	93	93	98	86
	Advanced Graduate	341	334	365	349	318	320	308

Estimated Revenue and Uses (including program and institution):

The proposed differential tuition increase will eventually result in approximately \$1.4 million per year in new resources for each year of the three-year phase-in.

The proposed increase is an ongoing change from \$23.30 per student credit hour (SCH) to \$60.00 per SCH phased over three years. In year-one, the increase will be \$12.23 (to \$35.53) per SCH; in year-two, the increase will be \$12.23 (to \$47.76) per SCH; and, finally, in year-three, the increase will be \$12.24 (to \$60.00) per SCH.

This proposal will increase the number of research opportunities available to students, expand cohort-structured experiential learning programs for students early in their academic careers like the Science Research Initiative (SRI), and grow the learning assistant (LA) and teaching assistant (TA) base to support student success in critical gateway math and science courses. Investment in these student-focused programs will also lead to increases in research productivity. Expanding world-class student experiential learning opportunities and student support will differentiate the College of Science from virtually all of its national peers.

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

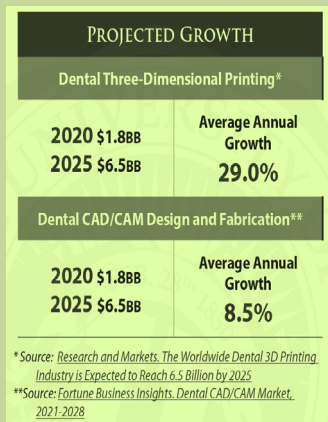
Institution:	University of Utah
Fiscal Year:	2023
Prepared by:	EH
Due date:	March 10, 2022
Program:	Masters in Digital Dentistry
Submission Date:	14-Mar-22

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:

Digital dentistry is a rapidly growing market within the dental field. Dental offices are increasingly adopting and embracing in-office digital dentist equipment to meet the demands of patients. The growth can also be seen through the projected demand growth in digital dentist equipment. With this growth, the skills to operate this equipment become key to the successful adoption of this new technology. While digital dentistry is being implemented in modern-day dental schools, there are many dentists currently in practice that may lack these essential skills.

Current MS in Digital Dentistry programs are targeted towards full-time students, which are not conducive to dentists already in practice. Continuing-education courses targeted to this segment, both in-person and online, are relatively affordable and have a short time to completion, but they vary significantly in length and depth of training. There does not appear to be any part-time higher education backed Digital Dentistry programs existing in the West, and an online certificate in Digital Dentistry offered by the University of Utah could provide higher education credibility that traditional CE offerings lack.



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

This program is offered online and is part of the university's strategic vision. With online learning, students can earn a degree from a top ranking flagship institution without relocating long distances. Online learning also allows for more flexibility to balance educational, personal and professional obligations. In general, employers tend to view degrees earned online the same as those completed in person. Certainly, one of the strongest aspects to online learning is that it can broaden student access to higher education, eliminating certain barriers. On the other hand, studies show that online learning can negatively effect student retention. This is a well documented outcome of online learning. Still, many advances and forward progress has been made regarding this particular weakness of online learning. Identifying retention issues surrounding online learning has incentivized institutions to adopt strategies and interventions to soften and mitigate these retention limitations.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

The following is a list of competitors with a brief breakdown of their programs. Limited data was available, and enrollment and graduate numbers were not able to be determined. Information was taken from each institution or vendor's website.

Institution	Name	Length	Format	Price
Medical University of South Carolina	Masters in Digital Dentistry	24 months	On Campus	127,750.00
University of Southern California	MS in Biomaterials and Digital Dentistry	6 semesters	On Campus	132,000.00
University of Utah	Masters in Digital Dentistry	30 credit hours	Online	72,000.00

4.2.4. Potential Earnings Capacity of Program Graduates:

According to the U.S. Bureau of Labor Statistics (BLS), median earnings for dentists in the U.S. were found to be \$164,010. In Utah, BLS found that mean earnings for dentists as of May 2020 were \$147,730.

4.2.5. Societal Importance of the Program:

With the leadership of President Randall and SVPAA Martell Teasley, the University of Utah will invest in the development of high-demand online/hybrid master’s degrees to provide greater access to the U’s excellent academic offerings and to expand our social impact. As a research university and the state’s flagship, the University of Utah is well-situated to launch successful online graduate degrees and will provide funding and services for colleges and schools to develop online programs that take advantage of our academic and research strengths, meet the needs of adult learners, are market-aligned and can engage large audiences, and will garner regional, national, and global attention. These programs are intended to reach qualified students who, because of location or need for flexible learning options, would not otherwise attend the U.

This initiative builds on plans, processes, and organizational changes that have been underway for the past 18 months. Its strategic foundations can be found in the campus’ Strategy Refresh 2025, its Educational Futures Report of 2019-2020, SVPAA Reed’s expansion of University Connected Learning (UCL), and President Randall’s Operation Bold Transition recommendations. These documents call on the University to expand its footprint, provide greater access to academic programs, especially in rural Utah, meet students where they are, increase enrollments and revenue, and demonstrate the societal impact of a top national university. Together, with creativity and appropriate investments, we can build master’s degree programs that meet these strategic challenges and provide broad access to degrees that enhance advanced career prospects for a wide range of students.

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

For the first year, we project that the program could enroll 10 students in 2023, and, by 2029, we aspire to grow the program to 60 students, as shown in the table below. The program length spans for two years and 30 credits.

	2023	2024	2025	2026	2027	2028	2029
Est Enrollment	10	25	35	50	60	60	60

Estimated Revenue and Uses (including program and institution):

The differential rate that is being requested for this program is **\$2,400 per credit hour**. With an estimated enrollment of 10 students in the first year. Given this enrollment estimate and rate requested, the total estimated revenue for fiscal year 2023 would be \$360,000.

The revenues generated from this online program would be used to invest in high caliber faculty and instructors who would instruct students in the program. Other uses of funds would include administrative and non-personnel costs to maintain the program. These costs include such expenditures as supporting a program director, an advisor, recruitment, and teaching assistants. As revenues continue to build expenditures are expected to augment in tandem to support the program.

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution:	University of Utah
Fiscal Year:	2023
Prepared by:	EH
Due date:	March 10, 2022
Program:	Doctor of Physical Therapy (DPT)
Submission Date:	14-Mar-22

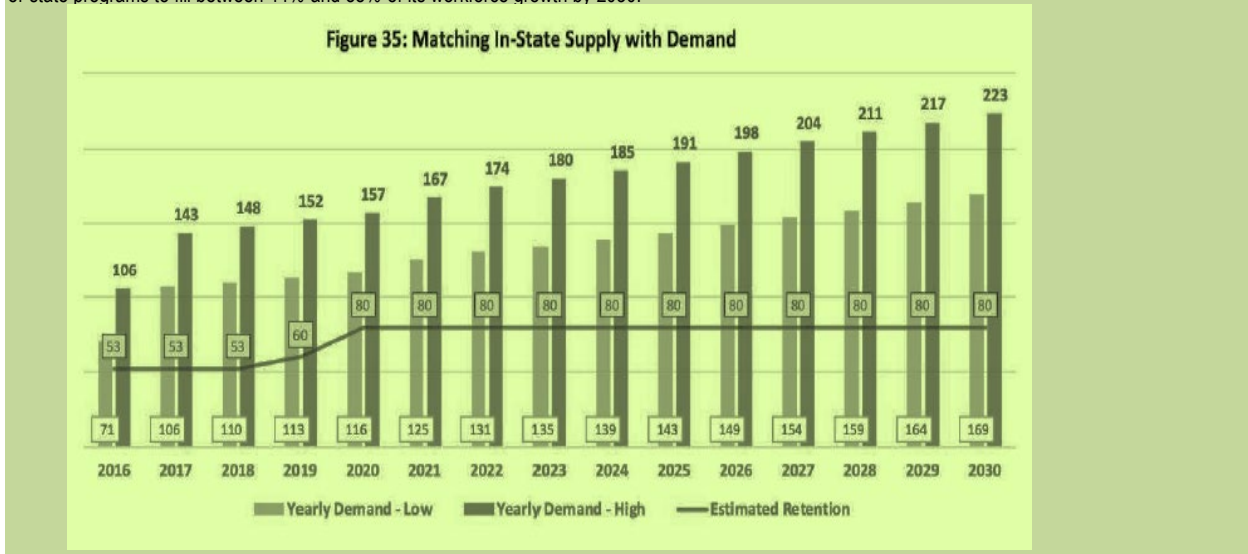
R510-4.2. Differential Tuition: Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional 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:

California, New York, and Pennsylvania are the highest conferring states for PTs. Utah makes up 0.8 percent of total 2018 conferrals. There are several online DPT programs that exist, but almost all of them are transitional or post-professional DPT programs. Only three hybrid programs have recently developed from existing residential PT programs: USC (Rank #4), Pitt (Rank #1), and Arcadia University (Rank #26). Utah Medical Education Council estimates current active PT workforce provides a ratio of 56.0 PTs / 100,000 Utahns. Utah currently sits below the national average of 64.8 per 100,000. According to the Bureau of Labor Statistics National employment of PTs will increase 22 percent from 2018 - 2028, an increase of approximately 54,200 jobs. The average increase for all occupations is four percent. In the state of Utah, PT employment is expected to increase by 6.2 percent from 2018 to 2028. The current DPT program at the University of Utah receives approximately 600 applications. There are approximately 100-200 applicants interviewed for 50 available seats. Additional slots for 75 students can be easily filled with high caliber candidates from the current and future applicant pool. Admission Requirements will remain unchanged from current criteria.

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

Even though Utah's PT supply will be increasing over the coming years, there will still be a growing gap between what Utah's programs are currently able to supply and the increasing demand imposed by a growing population and the retirement of PTs from the workforce. Utah's PT programs may be able to develop retention tools to help increase the retention rate of their graduates, which would then increase the supply of in-state graduates to Utah's PT workforce. However, as it stands, Utah will continue to rely heavily on out-of-state programs to fill its PT workforce needs. The growing dependency on out-of-state PT programs becomes clear when supply and demand scenarios are assembled. Specifically, under the low demand scenario, Utah's PT programs will be supplying roughly 56% of all new PTs from 2016-2030 (assuming retention rates stay the same). Under the high demand scenario, Utah's PT programs will be supplying roughly 42% of all new PTs from 2016-2030. This entails that under the current conditions for low end demand, Utah will be relying on out-of-state programs to fill between 44% and 58% of its workforce growth by 2030.



4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

Below is a summary table showing the competitive landscape.

Competition	Rank	Conferrals	Tuition		Hybrid
			In-State	Out-of-State	
University of Utah	13	49	\$ 88,320	\$ 166,879	In Development
Rocky Mountain University of Health Professions	102	100	\$ 109,520	D/A	Residential
Northern Arizona University	49	98	\$ 54,400	\$ 93,399	No
Idaho State University	137	70	\$ 54,250	\$ 78,075	No
Regis University	25	98	\$ 125,900	\$ 125,900	No
University of Montana	71	32	\$ 54,164	\$ 132,205	No
University of Washington	25	48	\$ 93,000	\$ 149,000	No
University of Colorado Denver	13	70	\$ 60,250	\$ 126,075	In Development
University of Southern California	4	150	\$ 195,000	\$ 195,000	Yes

4.2.4. Potential Earnings Capacity of Program Graduates:

According to a table produced in a report by the Utah Medical Education Council in 2016, wages for Physical Therapists per BLS were around 79,300.

Table 20

Utah, Western, and National Physical Therapist Wage Comparison, 2014-2015

Western Region (BLS)	Mean Hourly Wage (BLS, 2014)	Mean Annual Wage (BLS, 2014)
Arizona	\$40.82	\$84,910
California	\$44.29	\$92,120
Colorado	\$36.64	\$76,210
Idaho	\$37.09	\$77,140
Montana	\$33.46	\$69,590
Nevada	\$61.49	\$127,900
New Mexico	\$42.22	\$87,820
Oregon	\$38.17	\$79,390
Washington	\$40.23	\$83,680
Wyoming	\$38.79	\$80,690
National	\$40.35	\$83,940
Utah (BLS, 2014)	\$38.12	\$79,300
Utah (UMEC, 2015)	\$38.46 - \$43.27	\$80,000 - \$89,999

Source: U.S. Department of Labor, Bureau of Labor Statistics, "Occupational Employment and Wages, May 2014: Physical Therapists," Occupational Employment Statistics, 2014. Available at: <http://www.bls.gov/oes/current/oes291123.htm>

Note: BLS and UMEC use a 2,080 hour work year for the year round, full time physical therapists shown here.

*UMEC's 2015 Hourly and Annual Wage is MEDIAN wage calculated from categorical data.

4.2.5. Societal Importance of the Program:

According to the American Physical Therapy Associate, "During the past 25 years, the physical therapy workforce typically has been characterized by a shortage of providers."

The physical therapy program at the University of Utah has a long-standing tradition of excellence dating back to the admission of its first class in 1969. This makes the University of Utah program in physical therapy one of the oldest in the region. The Department of Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The current DPT program at the University of Utah reflects the breadth, depth, and necessary rigor of the professional physical therapist education curriculum in response to the current and expected future health care environment. This health care environment includes an enhanced role and higher expectations of the physical therapist, including a commitment to evidence-based physical therapy services and patient care. These skills must be achieved by the completion of an entry-level professional program, which is the outcome expected of our students upon completion of the DPT.

The faculty believes that physical therapy education represents the initial commitment to professional service and life-long learning. Professional preparation should be based upon a liberal education in sciences and humanities which serves to develop the values necessary to function effectively and humanely in an ever-changing society. The professional component of the curriculum must address both current trends and future needs of society. Students must be prepared not only for a current level of practice but also be prepared to adapt to future changes throughout their career. The professional curriculum should prepare students to be confident in the multifaceted roles of clinical practitioner, teacher, researcher, consultant, administrator, and life-long learner. The fundamental beliefs of the faculty are reflected in the curricular content of the proposed program. They align with the University of Utah's primary mission, which includes creating an environment where the highest standards of scholarship and professional practice are observed, and where the responsibilities to students are conscientiously met.

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

For the first year, we project that the program could enroll 25 students in 2023, and, by 2029, we aspire to grow the program to 225 students, as shown in the table below. The program length spans for three year and 109 credits.

	2023	2024	2025	2026	2027	2028	2029
Est Enrollment	25	75	150	200	225	225	225

Estimated Revenue and Uses (including program and institution):

The differential rate that is being requested for this program is **\$871.55 per credit hour**. With an estimated enrollment of 25 students in the first year. Given this enrollment estimate and rate requested, the total estimated revenue for fiscal year 2023 would be \$791,667.

The revenues generated from this online program would be used to invest in high caliber faculty and instructors who would instruct students in the program. Other uses of funds would include administrative and non-personnel costs to maintain the program. These costs include such expenditures as supporting a program director, an advisor, recruitment, and teaching assistants. As revenues continue to build expenditures are expected to augment in tandem to support the program.

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

Fiscal Year: 2023		Institution: University of Utah
Program: Masters in Cybersecurity		Prepared by: EH
		Due date: March 10, 2022
		Submission Date: 14-Mar-22

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:

Here we include a list of target occupations for the MS in Cybersecurity: Business Systems Analysts, Solutions Architects, Technical Program Managers, IT Project Managers, QA Engineers, Program Managers, IT Managers, Network Engineers, Systems Administrators, and Systems Engineers.

Data obtained from Quarterly Workforce Indicators, QCEW, Emsi's proprietary employment and job posting data indicate that in the state of Utah between September 2018 and September 2021 that for every 1 hire there are 6.3 unique job postings. These same data show that between July 2021 to September 2021 for every 1 hire there was 9.1 unique job postings. Below we show the labor market outlook.

UTAH		WEST	
2020 Jobs: 19,514		2020 Jobs: 450,184	
5 yr. growth	13.7%	5 yr. growth	7.5%
10 yr. growth	22.2%	10 yr. growth	11.7%

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

This program is offered online and is part of the university's strategic vision. With online learning, students can earn a degree from a top ranking flagship institution without relocating long distances. Online learning also allows for more flexibility to balance educational, personal and professional obligations. In general, employers tend to view degrees earned online the same as those completed in person. Certainly, one of the strongest aspects to online learning is that it can broaden student access to higher education, eliminating certain barriers. On the other hand, studies show that online learning can negatively effect student retention. This is a well documented outcome of online learning. Still, many advances and forward progress has been made regarding this particular weakness of online learning. Identifying retention issues surrounding online learning has incentivized institutions to adopt strategies and interventions to soften and mitigate these retention limitations.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

The following is a list of western institutions with an online MS in Cybersecurity program. Graduate and growth statistics have been pulled from the Integrated Postsecondary Education Data System (IPEDS). Tuition estimates are based on each institution's most recent tuition rates posted on their website.

<i>Western region competitors based on graduates (2020)</i>			
	GRADS	YOY GROWTH	TUITION
Western Governors University	830	67%	\$8,590
Grand Canyon University	111	217%	\$18,938
University of Southern California	25	25%	\$61,572
University of San Diego	22	New Program	\$28,675
Southern Utah University	14	16.7%	\$16,005

4.2.4. Potential Earnings Capacity of Program Graduates:

The MS in Cybersecurity program is designed to qualify students to hold occupations in the previously mentioned categories. The following are median advertised salaries over the last three years. Data taken from the Quarterly Census of Employment and Wages (QCEW). Pre and post-degree salaries are difficult to determine in this field given the broad range of occupations students pursue.

UTAH		WEST	
Pre-degree salary (Posting education level: Bachelor's degree)			
Median Salary	\$85,400	Median Salary	\$97,700
Post-degree salary (Posting education level: Master's degree)			
Median Salary	\$84,200*	Median Salary	\$102,800

4.2.5. Societal Importance of the Program:

With the leadership of President Randall and SVPAA Martell Teasley, the University of Utah will invest in the development of high-demand online/hybrid master's degrees to provide greater access to the U's excellent academic offerings and to expand our social impact. As a research university and the state's flagship, the University of Utah is well-situated to launch successful online graduate degrees and will provide funding and services for colleges and schools to develop online programs that take advantage of our academic and research strengths, meet the needs of adult learners, are market-aligned and can engage large audiences, and will garner regional, national, and global attention. These programs are intended to reach qualified students who, because of location or need for flexible learning options, would not otherwise attend the U.

This initiative builds on plans, processes, and organizational changes that have been underway for the past 18 months. Its strategic foundations can be found in the campus' Strategy Refresh 2025, its Educational Futures Report of 2019-2020, SVPAA Reed's expansion of University Connected Learning (UCL), and President Randall's Operation Bold Transition recommendations. These documents call on the University to expand its footprint, provide greater access to academic programs, especially in rural Utah, meet students where they are, increase enrollments and revenue, and demonstrate the societal impact of a top national university. Together, with creativity and appropriate investments, we can build master's degree programs that meet these strategic challenges and provide broad access to degrees that enhance advanced career prospects for a wide range of students.

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

The MS in Cybersecurity has shown strong growth over the last five years. While three institutions own 56% of graduates in this program it appears other entries into the market have had success capturing enrollment. Tuition remains competitive (low) at large online institutions, but tuition rates across the market vary. An exact enrollment estimate is hard to predict, given the high degree of variability in program graduates amongst existing programs. However, given the rising demand and popularity in this space, along with a strong job market, the enrollment target for the online MS in Cybersecurity program is estimated to be between 30-80 students, with a strong upside of larger growth. For the first year, we project that the program could enroll 50 students in 2023, and, by 2029, we aspire to grow the program to 475 students, as shown in the table below. The program length spans for two years and 30 credits.

	2023	2024	2025	2026	2027	2028	2029
Est Enrollment	50	150	225	275	350	425	475

Estimated Revenue and Uses (including program and institution):

The differential rate that is being requested for this program is **\$675 per credit hour**. With an estimated enrollment of 50 students in the first year. Given this enrollment estimate and rate requested, the total estimated revenue for fiscal year 2023 would be \$750,000.

The revenues generated from this online program would be used to invest in high caliber faculty and instructors who would instruct students in the program. Other uses of funds would include administrative and non-personnel costs to maintain the program. These costs include such expenditures as supporting a program director, an advisor, recruitment, and teaching assistants. As revenues continue to build expenditures are expected to augment in tandem to support the program.

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

Fiscal Year: **2023**

Institution: University of Utah

Prepared by: EH

Due date: March 10, 2022

Program: Masters of Engineering Management

Submission Date: 14-Mar-22

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:

Here we include a list of target occupations for the MS of Engineering Management: Engineering Managers, Product Strategy Managers, Director of Engineering, Product Management Principals, Principals, and Engineering Program Manages. Data obtained from Quarterly Workforce Indicators, QCEW, Emsi's proprietary employment and job posting data indicate that in the state of Utah between September 2018 and September 2021 that for every 1 hire there are 9.7 unique job postings. These same data show that between July 2021 to September 2021 for every 1 hire there was 13.3 unique job postings. Below we show the labor market outlook.

UTAH		WEST	
2020 Jobs: 1,900		2020 Jobs: 58,601	
5 yr. growth	11.7%	5 yr. growth	2.1%
10 yr. growth	18.1%	10 yr. growth	2.5%

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

This program will be offered online and is part of the university's strategic vision. With online learning, students can earn a degree from a top ranking flagship institution without relocating long distances. Online learning also allows for more flexibility to balance educational, personal and professional obligations. In general, employers tend to view degrees earned online the same as those completed in person. Certainly, one of the strongest aspects to online learning is that it can broaden student access to higher education, eliminating certain barriers. On the other hand, studies show that online learning can negatively effect student retention. This is a well documented outcome of online learning. Still, many advances and forward progress has been made regarding this particular weakness of online learning. Identifying retention issues surrounding online learning has incentivized institutions to adopt strategies and interventions to soften and mitigate these retention limitations.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

The following is a list of national institutions with an online Masters of Engineering Management that are similar large, public institutions.

Top National competitors based on graduates (2020)			
	GRADS	YOY GROWTH	TUITION
University of Arkansas	164	17.4%	\$11,490
George Washington University	138	106%	\$35,820
Ohio University-Main Campus	74	Insufficient Data	\$24,000
University of Central Florida	72	89.5%	\$9,810
University of Louisville	45	-19.6%	\$21,780

4.2.4. Potential Earnings Capacity of Program Graduates:

The Masters of Engineering Management program is designed to qualify students to hold occupations in the previously mentioned categories. The following are median advertised salaries over the last three years. Data taken from the Quarterly Census of Employment and Wages (QCEW)

UTAH		WEST	
Pre-degree salary (Posting education level: Bachelor's degree)			
Median Salary	\$108,800	Median Salary	\$131,800
Post-degree salary (Posting education level: Master's degree)			
Median Salary	\$116,000	Median Salary	\$141,100

4.2.5. Societal Importance of the Program:

With the leadership of President Randall and SVPAA Martell Teasley, the University of Utah will invest in the development of high-demand online/hybrid master's degrees to provide greater access to the U's excellent academic offerings and to expand our social impact. As a research university and the state's flagship, the University of Utah is well-situated to launch successful online graduate degrees and will provide funding and services for colleges and schools to develop online programs that take advantage of our academic and research strengths, meet the needs of adult learners, are market-aligned and can engage large audiences, and will garner regional, national, and global attention. These programs are intended to reach qualified students who, because of location or need for flexible learning options, would not otherwise attend the U.

This initiative builds on plans, processes, and organizational changes that have been underway for the past 18 months. Its strategic foundations can be found in the campus' Strategy Refresh 2025, its Educational Futures Report of 2019-2020, SVPAA Reed's expansion of University Connected Learning (UCL), and President Randall's Operation Bold Transition recommendations. These documents call on the University to expand its footprint, provide greater access to academic programs, especially in rural Utah, meet students where they are, increase enrollments and revenue, and demonstrate the societal impact of a top national university. Together, with creativity and appropriate investments, we can build master's degree programs that meet these strategic challenges and provide broad access to degrees that enhance advanced career prospects for a wide range of students.

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

Western and national enrollment in online Masters of Engineering Management programs have continued on an upward trend over the last five years. However, western programs appear to have struggled to grow at the same rate as their national counterparts. There has also been a flattening over the last three years, but this may be attributed to the recent Covid-19 pandemic. With strong career opportunities and earnings, this program is an attractive option for engineering students to gain more technical management skills. Although, competition from the growing online MBA space will continue to compete for students looking to increase their management skills. Based on current graduation rates and enrollment in the region and similar institutions nationally, the enrollment target for the Masters in Engineering Management is estimated to be between 30-50 students. For the first year, we project that the program could enroll 30 students in 2023, and, by 2029, we aspire to grow the program to 145 students, as shown in the table below. The program length spans for two years and 30 credits.

	2023	2024	2025	2026	2027	2028	2029
Est Enrollment	30	80	105	115	125	135	145

Estimated Revenue and Uses (including program and institution):

The differential rate that is being requested for this program is **\$850 per credit hour**. With an estimated enrollment of 30 students in the first year. Given this enrollment estimate and rate requested, the total estimated revenue for fiscal year 2023 would be \$375,000.

The revenues generated from this online program would be used to invest in high caliber faculty and instructors who would instruct students in the program. Other uses of funds would include administrative and non-personnel costs to maintain the program. These costs include such expenditures as supporting a program director, an advisor, recruitment, and teaching assistants. As revenues continue to build expenditures are expected to augment in tandem to support the program.

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

	Institution: University of Utah
Fiscal Year: 2023	Prepared by: EH
	Due date: March 10, 2022
Program: Masters in Teaching Fine Arts	Submission Date: 14-Mar-22

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:

Here we include a list of target occupations for the Masters in Teaching Fine Arts: Elementary School Teachers (Except Special Education), Middle School Teachers (Except Special and Career/Technical Education) and Secondary School Teachers (Except Special and Career/Technical Education). Data obtained from Quarterly Workforce Indicators, QCEW, Emsi's proprietary employment and job posting data indicate that in the state of Utah between September 2018 and September 2021 that for every 1 hire there are 0.7 unique job postings. These same data show that between July 2021 to September 2021 for every 1 hire there was 0.8 unique job postings. Below we show the labor market outlook.

UTAH		WEST	
2020 Jobs: 27,532		2020 Jobs: 545,459	
5 yr. growth	10.7%	5 yr. growth	3.5%
10 yr. growth	19.8%	10 yr. growth	7.7%

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

This program will be offered online and is part of the university's strategic vision. With online learning, students can earn a degree from a top ranking flagship institution without relocating long distances. Online learning also allows for more flexibility to balance educational, personal and professional obligations. In general, employers tend to view degrees earned online the same as those completed in person. Certainly, one of the strongest aspects to online learning is that it can broaden student access to higher education, eliminating certain barriers. On the other hand, studies show that online learning can negatively effect student retention. This is a well documented outcome of online learning. Still, many advances and forward progress has been made regarding this particular weakness of online learning. Identifying retention issues surrounding online learning has incentivized institutions to adopt strategies and interventions to soften and mitigate these retention limitations.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

The following is a list of western institutions with an online MA in Teaching Fine Arts program. Graduate and growth statistics have been pulled from the Integrated Postsecondary Education Data System (IPEDS). Tuition estimates are based on each institution's most recent tuition rates posted on the website. Also we show a list of top national institutions, based on graduates, with an online MA in Teaching Fine Arts program.

Top Western region competitors based on graduates (2020), YOY Growth, and tuition

	GRADS	YOY GROWTH	TUITION
Adams State University	9	50%	\$13,560
Academy of Art University	1	Insf Data	\$35,130

Top National competitors based on graduates (2020), YOY Growth, and tuition

	GRADS	YOY GROWTH	TUITION
Boston University	114	-24.5%	\$28,448
Kent State University	82	5.1%	\$18,200
University of Florida	69	6.2%	\$22,887
Texas Tech University	24	242.9%	\$9,000
Anderson University	19	Insf Data	\$12,000

4.2.4. Potential Earnings Capacity of Program Graduates:

The MA in Teaching Fine Arts program is designed to qualify students to hold occupations in the previously mentioned occupational categories. The following are median advertised salaries over the last three years. Data taken from the Quarterly Census of Employment and Wages (QCEW).

UTAH		WEST	
Pre-degree salary (Posting education level: Bachelor's degree)			
Median Salary	\$40,600	Median Salary	\$46,700
Post-degree salary (Posting education level: Master's degree)			
Median Salary	\$58,800	Median Salary	\$62,100

4.2.5. Societal Importance of the Program:

With the leadership of President Randall and SVPAA Martell Teasley, the University of Utah will invest in the development of high-demand online/hybrid master's degrees to provide greater access to the U's excellent academic offerings and to expand our social impact. As a research university and the state's flagship, the University of Utah is well-situated to launch successful online graduate degrees and will provide funding and services for colleges and schools to develop online programs that take advantage of our academic and research strengths, meet the needs of adult learners, are market-aligned and can engage large audiences, and will garner regional, national, and global attention. These programs are intended to reach qualified students who, because of location or need for flexible learning options, would not otherwise attend the U.

This initiative builds on plans, processes, and organizational changes that have been underway for the past 18 months. Its strategic foundations can be found in the campus' Strategy Refresh 2025, its Educational Futures Report of 2019-2020, SVPAA Reed's expansion of University Connected Learning (UCL), and President Randall's Operation Bold Transition recommendations. These documents call on the University to expand its footprint, provide greater access to academic programs, especially in rural Utah, meet students where they are, increase enrollments and revenue, and demonstrate the societal impact of a top national university. Together, with creativity and appropriate investments, we can build master's degree programs that meet these strategic challenges and provide broad access to degrees that enhance advanced career prospects for a wide range of students.

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

The western region only has two competitors in the online MA in Teaching Fine Arts program, and this could potentially open up the opportunity to become the premier provider of the MA in Teaching Fine Arts in the west. However, this program sees significantly less enrollment than the core subject MA in Teaching degrees (math, English, social science, science). Enrollment in the west is low, and nationally, only four institutions produce more than 20 graduates in a year. Based on current graduation rates and enrollment in the region and similar institutions nationally, the enrollment target for the online MA in Teaching Fine Arts program is estimated to be between 10-20 students. For the first year, we project that the program could enroll 10 students in 2023, and, by 2029, we aspire to grow the program to 25 students, as shown in the table below. The program length spans for two years and 30 credits.

	2023	2024	2025	2026	2027	2028	2029
Est Enrollment	10	12	14	16	18	22	25

Estimated Revenue and Uses (including program and institution):

The differential rate that is being requested for this program is **\$850 per credit hour**. With an estimated enrollment of 10 students in the first year. Given this enrollment estimate and rate requested, the total estimated revenue for fiscal year 2023 would be \$127,500.

The revenues generated from this online program would be used to invest in high caliber faculty and instructors who would instruct students in the program. Other uses of funds would include administrative and non-personnel costs to maintain the program. These costs include such expenditures as supporting a program director, an advisor, recruitment, and teaching assistants. As revenues continue to build expenditures are expected to augment in tandem to support the program.

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

<p>Fiscal Year: 2023</p> <p>Program: Masters in Legal Studies</p>	<p>Institution: University of Utah</p> <p>Prepared by: EH</p> <p>Due date: March 10, 2022</p> <p>Submission Date: 14-Mar-22</p>
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R510-4.2. Differential Tuition: Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

4.2.1. Student and Market Demand for the Program:

Here we include a list of target occupations for the Masters in Legal Studies: Regulatory Affairs Specialists, Regulatory Affairs Associates, Compliance Specialists, Compliance Associates, Compliance Officers, Assistant Directors, Customer Success Managers, Customer Account Managers, Practice Leaders, Contract Administrators, Paralegals Specialist, and Legal Staff. Data obtained from Quarterly Workforce Indicators, QCEW, Emsi's proprietary employment and job posting data indicate that in the state of Utah between September 2018 and September 2021 that for every 1 hire there are 1.9 unique job postings. These same data show that between July 2021 to September 2021 for every 1 hire there was 2.8 unique job postings. Below we show the labor market outlook.

UTAH		WEST	
2020 Jobs: 24,283		Current Jobs: 548,585	
5 yr. growth	8.4%	5 yr. growth	1.4%
10 yr. growth	13.6%	10 yr. growth	2.0%

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

This program will be offered online and is part of the university's strategic vision. With online learning, students can earn a degree from a top ranking flagship institution without relocating long distances. Online learning also allows for more flexibility to balance educational, personal and professional obligations. In general, employers tend to view degrees earned online the same as those completed in person. Certainly, one of the strongest aspects to online learning is that it can broaden student access to higher education, eliminating certain barriers. On the other hand, studies show that online learning can negatively effect student retention. This is a well documented outcome of online learning. Still, many advances and forward progress has been made regarding this particular weakness of online learning. Identifying retention issues surrounding online learning has incentivized institutions to adopt strategies and interventions to soften and mitigate these retention limitations.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

Given the limited number of online programs in the region, the following is a list of online Masters in Legal Studies programs offered at comparable national institutions. Graduate and growth statistics have been pulled from the Integrated Postsecondary Education Data System (IPEDS). Tuition estimates are based on each institution's most recent tuition rates posted on their website.

Top National competitors based on graduates (2020)			
	GRADS	YOY GROWTH	TUITION
Trinity Law School	91	160%	\$22,500
University of Arizona	41	New Program	\$19,500
American Public University System	40	17.6%	\$13,320
Santa Barbara & Ventura Colleges of Law	26	116.7%	\$20,124
Ohio University	13	8.3%	\$16,992

4.2.4. Potential Earnings Capacity of Program Graduates:

The Masters in Legal Studies program is designed to qualify students to hold occupations in the previously mentioned categories. The following are median advertised salaries over the last three years. Data taken from the Quarterly Census of Employment and Wages (QCEW)

UTAH		WEST	
Pre-degree salary (Posting education level: Bachelor's degree)			
Median Salary	\$45,200	Median Salary	\$56,200
Post-degree salary (Posting education level: Master's degree)			
Median Salary	\$58,200	Median Salary	\$65,400

4.2.5. Societal Importance of the Program:

With the leadership of President Randall and SVPAA Martell Teasley, the University of Utah will invest in the development of high-demand online/hybrid master's degrees to provide greater access to the U's excellent academic offerings and to expand our social impact. As a research university and the state's flagship, the University of Utah is well-situated to launch successful online graduate degrees and will provide funding and services for colleges and schools to develop online programs that take advantage of our academic and research strengths, meet the needs of adult learners, are market-aligned and can engage large audiences, and will garner regional, national, and global attention. These programs are intended to reach qualified students who, because of location or need for flexible learning options, would not otherwise attend the U.

This initiative builds on plans, processes, and organizational changes that have been underway for the past 18 months. Its strategic foundations can be found in the campus' Strategy Refresh 2025, its Educational Futures Report of 2019-2020, SVPAA Reed's expansion of University Connected Learning (UCL), and President Randall's Operation Bold Transition recommendations. These documents call on the University to expand its footprint, provide greater access to academic programs, especially in rural Utah, meet students where they are, increase enrollments and revenue, and demonstrate the societal impact of a top national university. Together, with creativity and appropriate investments, we can build master's degree programs that meet these strategic challenges and provide broad access to degrees that enhance advanced career prospects for a wide range of students.

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

The online Masters in Legal Studies is a growing space, especially in the West, with many new programs launching in the last four years. However, there are a limited number of institutions regionally that carry the same brand power as the University of Utah's S.J. Quinney Law School (#43 in the nation, US News & World Report). Given the potential brand recognition and the growing enrollment in the region, the enrollment target for the Masters in Legal Studies program is estimated to be between 40-60 students. For the first year, we project that the program could enroll 20 students in 2023, and, by 2029, we aspire to grow the program to 50 students, as shown in the table below. The program length spans for one year and 30 credits.

	2022	2023	2024	2025	2026	2027	2028	2029
Est Enrollment	12	20	25	30	35	40	45	50

Estimated Revenue and Uses (including program and institution):

The differential rate that is being requested for this program is **\$1,050 per credit hour**. With an estimated enrollment of 12 students in the first year. Given this enrollment estimate and rate requested, the total estimated revenue for fiscal year 2023 would be \$627,300.

The revenues generated from this online program would be used to invest in high caliber faculty and instructors who would instruct students in the program. Other uses of funds would include administrative and non-personnel costs to maintain the program. These costs include such expenditures as supporting a program director, an advisor, recruitment, and teaching assistants. As revenues continue to build expenditures are expected to augment in tandem to support the program.

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

	Institution: University of Utah
Fiscal Year: 2023	Prepared by: EH
Program: Masters in Nursing Informatics	Due date: March 10, 2022
	Submission Date: 14-Mar-22

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:

Here we include a list of target occupations for the Masters in Nursing Informatics: Directors of Nursing, Project Managers, Solutions Architects, Technical Program Managers, Scrum Masters, Technical Project Managers, Project Coordinators, Program Managers, Business Systems Analyst, Clinical Informatics Specialists, Clinical Informaticists, Informatics Managers and Patient Care technicians. Data obtained from Quarterly Workforce Indicators, QCEW, Emsi's proprietary employment and job posting data indicate that in the state of Utah between September 2018 and September 2021 that for every 1 hire there are 5.3 unique job postings. These same data show that between July 2021 to September 2021 for every 1 hire there was 7.9 unique job postings. Below we show the labor market outlook.

UTAH		WEST	
2020 Jobs: 17,984		Current Jobs: 403,241	
5 yr. growth	14.9%	5 yr. growth	10.2%
10 yr. growth	24.9%	10 yr. growth	16.7%

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

This program will be offered online and is part of the university's strategic vision. With online learning, students can earn a degree from a top ranking flagship institution without relocating long distances. Online learning also allows for more flexibility to balance educational, personal and professional obligations. In general, employers tend to view degrees earned online the same as those completed in person. Certainly, one of the strongest aspects to online learning is that it can broaden student access to higher education, eliminating certain barriers. On the other hand, studies show that online learning can negatively effect student retention. This is a well documented outcome of online learning. Still, many advances and forward progress has been made regarding this particular weakness of online learning. Identifying retention issues surrounding online learning has incentivized institutions to adopt strategies and interventions to soften and mitigate these retention limitations.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

The following is a list of western institutions with an online MS in Medical Informatics program. Graduate and growth statistics have been pulled from the Integrated Postsecondary Education Data System (IPEDS). Tuition estimates are based on each institution's most recent tuition rates posted on their website. Also we include a list of top national institutions, based on graduates, with an online Masters in Medical Informatics program.

Western region competitors based on graduates (2020)

	GRADS	YOY GROWTH	TUITION
University of San Diego	76	7%	\$52,864
Loma Linda University	19	90%	\$36,000
National University	17	-5.6%	\$13,320
Stanford University	12	-42.9%	\$56,169
Regis University	8	-55.6%	\$38,558

Top National competitors based on graduates (2020)

	GRADS	YOY GROWTH	TUITION
University of South Florida	82	24.8%	\$29,024
Indiana University–Purdue University Indianapolis	49	4.3%	\$15,980
University of Cincinnati	35	-5.4%	\$24,882
University of South Carolina	19	New Program	\$23,917
University of Wisconsin-Mil	15	New Program	\$31,080

4.2.4. Potential Earnings Capacity of Program Graduates:

The MS in Medical Informatics program is designed to qualify students to hold occupations in the previously mentioned categories. The following are median advertised salaries over the last three years. Data taken from the Quarterly Census of Employment and Wages (QCEW)

UTAH		WEST	
Pre-degree salary (Registered nurses with posting education level of Bachelor's degree)			
Median Salary	\$78,600	Median Salary	\$93,600
Post-degree salary (Above occupations with a posting education level of Master's degree)			
Median Salary	\$79,700	Median Salary	\$99,700

4.2.5. Societal Importance of the Program:

With the leadership of President Randall and SVPAA Martell Teasley, the University of Utah will invest in the development of high-demand online/hybrid master's degrees to provide greater access to the U's excellent academic offerings and to expand our social impact. As a research university and the state's flagship, the University of Utah is well-situated to launch successful online graduate degrees and will provide funding and services for colleges and schools to develop online programs that take advantage of our academic and research strengths, meet the needs of adult learners, are market-aligned and can engage large audiences, and will garner regional, national, and global attention. These programs are intended to reach qualified students who, because of location or need for flexible learning options, would not otherwise attend the U.

This initiative builds on plans, processes, and organizational changes that have been underway for the past 18 months. Its strategic foundations can be found in the campus' Strategy Refresh 2025, its Educational Futures Report of 2019-2020, SVPAA Reed's expansion of University Connected Learning (UCL), and President Randall's Operation Bold Transition recommendations. These documents call on the University to expand its footprint, provide greater access to academic programs, especially in rural Utah, meet students where they are, increase enrollments and revenue, and demonstrate the societal impact of a top national university. Together, with creativity and appropriate investments, we can build master's degree programs that meet these strategic challenges and provide broad access to degrees that enhance advanced career prospects for a wide range of students.

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

The MS in Medical informatics has had significant growth nationally over the last 3 years. While the western region has remained relatively flat, growing interest in this program signals strong enrollment prospects. Pricing outside of the west does appear to be more affordable, which may impact enrollment. Based on current graduation rates and enrollment in the region and similar institutions nationally, the enrollment target for the MS in Nursing Informatics is estimated to be between 20-40 students. For the first year, we project that the program could enroll 20 students in 2023, and, by 2029, we aspire to grow the program to 50 students, as shown in the table below. The program length spans for two years and 40 credits.

	2023	2024	2025	2026	2027	2028	2029
Est Enrollment	20	35	40	45	50	50	50

Estimated Revenue and Uses (including program and institution):

The differential rate that is being requested for this program is **\$900 per credit hour**. With an estimated enrollment of 20 students in the first year. Given this enrollment estimate and rate requested, the total estimated revenue for fiscal year 2023 would be \$350,000.

The revenues generated from this online program would be used to invest in high caliber faculty and instructors who would instruct students in the program. Other uses of funds would include administrative and non-personnel costs to maintain the program. These costs include such expenditures as supporting a program director, an advisor, recruitment, and teaching assistants. As revenues continue to build expenditures are expected to augment in tandem to support the program.

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution:		University of Utah
Fiscal Year:	2023	Prepared by: EH
Due date:		March 10, 2022
Program:	Masters of Public Health	Submission Date: 14-Mar-22

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:

Here we include a list of target occupations for the Masters of Public Health: Directors of Nursing, Environmental Health Managers, Directors of Behavioral Health, Clinical Directors, Emergency Manager, Biostatisticians, Biostatisticians Managers, Health Analysts, Health Educators, Public Health Specialists, and Epidemiologists. Data obtained from Quarterly Workforce Indicators, QCEW, Emsi's proprietary employment and job posting data indicate that in the state of Utah between September 2018 and September 2021 that for every 1 hire there are 2.7 unique job postings. These same data show that between July 2021 to September 2021 for every 1 hire there was 4.2 unique job postings. Below we show the labor market outlook.

UTAH		WEST	
2020 Jobs: 6,200		2020 Jobs: 140,417	
5 yr. growth	21.0%	5 yr. growth	17.7%
10 yr. growth	36.5%	10 yr. growth	30.2%

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

This program will be offered online and is part of the university's strategic vision. With online learning, students can earn a degree from a top ranking flagship institution without relocating long distances. Online learning also allows for more flexibility to balance educational, personal and professional obligations. In general, employers tend to view degrees earned online the same as those completed in person. Certainly, one of the strongest aspects to online learning is that it can broaden student access to higher education, eliminating certain barriers. On the other hand, studies show that online learning can negatively effect student retention. This is a well documented outcome of online learning. Still, many advances and forward progress has been made regarding this particular weakness of online learning. Identifying retention issues surrounding online learning has incentivized institutions to adopt strategies and interventions to soften and mitigate these retention limitations.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

The following is a list of western institutions with an online Master of Public Health program. Graduate and growth statistics have been pulled from the Integrated Postsecondary Education Data System (IPEDS). Tuition estimates are based on each institution's most recent tuition rates posted on their website. Also we include a list of top national institutions, based on graduates, with an online Master of Public Health program.

Western region competitors based on graduates (2020)

	GRADS	YOY GROWTH	TUITION
University of Arizona	238	31.5%	\$39,900
National University	203	36.2%	\$31,824
University of Southern California	133	3%	\$85,470
San Diego State University	88	-18.5%	\$30,804
Oregon State University	57	New Program	\$37,620

National competitors based on graduates (2020)

	GRADS	YOY GROWTH	TUITION
Johns Hopkins University	375	-3.4%	\$76,640
University of South Florida	236	15.1%	\$17,500
Southern New Hampshire University	145	-28.6%	\$26,334
University of Florida	103	27.2%	\$26,400
UNC–Chapel Hill	102	36%	\$83,890

4.2.4. Potential Earnings Capacity of Program Graduates:

The Master of Public Health program is designed to qualify students to hold occupations in the previously mentioned categories. The following are median advertised salaries over the last three years. Data taken from the Quarterly Census of Employment and Wages (QCEW)

UTAH		WEST	
Pre-degree salary (Posting education level: Bachelor's degree)			
Median Salary	\$68,900	Median Salary	\$92,000
Post-degree salary (Posting education level: Master's degree)			
Median Salary	\$66,300*	Median Salary	\$92,500

**Pre and post-degree salaries are difficult to determine in this field given the broad range of occupations students pursue.*

4.2.5. Societal Importance of the Program:

With the leadership of President Randall and SVPAA Martell Teasley, the University of Utah will invest in the development of high-demand online/hybrid master's degrees to provide greater access to the U's excellent academic offerings and to expand our social impact. As a research university and the state's flagship, the University of Utah is well-situated to launch successful online graduate degrees and will provide funding and services for colleges and schools to develop online programs that take advantage of our academic and research strengths, meet the needs of adult learners, are market-aligned and can engage large audiences, and will garner regional, national, and global attention. These programs are intended to reach qualified students who, because of location or need for flexible learning options, would not otherwise attend the U.

This initiative builds on plans, processes, and organizational changes that have been underway for the past 18 months. Its strategic foundations can be found in the campus' Strategy Refresh 2025, its Educational Futures Report of 2019-2020, SVPAA Reed's expansion of University Connected Learning (UCL), and President Randall's Operation Bold Transition recommendations. These documents call on the University to expand its footprint, provide greater access to academic programs, especially in rural Utah, meet students where they are, increase enrollments and revenue, and demonstrate the societal impact of a top national university. Together, with creativity and appropriate investments, we can build master's degree programs that meet these strategic challenges and provide broad access to degrees that enhance advanced career prospects for a wide range of students.

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

The online Master of Public Health is a crowded marketplace. Online enrollment has steadily increased over the last 5 years but did see a decrease with the graduating 2020 class. During this time, on-campus programs actually saw an increase in enrollment for the first time in 6 years. Despite the crowded marketplace, new programs have been able to enter the market and find enrollment success. Local in-state competitor Utah State has struggled with their enrollment with only 7 total graduates since launching in 2018. The University of Utah's strong reputation in healthcare could help it stand out in a crowded Master of Public Health marketplace. However, the high competition currently existing makes it a riskier entry. Based on current graduation rates and enrollment in the region and similar institutions nationally, the enrollment target for the Master of Public Health is estimated to be between 50-80 students. For the first year, we project that the program could enroll 25 students in 2023, and, by 2029, we aspire to grow the program to 160 students, as shown in the table below. The program length spans for two years and 45 credits.

	2023	2024	2025	2026	2027	2028	2029
Est Enrollment	25	50	75	100	130	160	160

Estimated Revenue and Uses (including program and institution):

The differential rate that is being requested for this program is **\$675 per credit hour**. With an estimated enrollment of 25 students in the first year. Given this enrollment estimate and rate requested, the total estimated revenue for fiscal year 2023 would be \$375,000.

The revenues generated from this online program would be used to invest in high caliber faculty and instructors who would instruct students in the program. Other uses of funds would include administrative and non-personnel costs to maintain the program. These costs include such expenditures as supporting a program director, an advisor, recruitment, and teaching assistants. As revenues continue to build expenditures are expected to augment in tandem to support the program.

Utah System of Higher Education

FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution:		University of Utah
Fiscal Year:	2023	Prepared by: Ethan Hacker
Due date:		March 10, 2022
Program:	Masters in Special Education: (Behavior Analysis)	Submission Date: 14-Mar-22

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:

Here we include a list of target occupations for the Masters in Special Education (with an emphasis in behavioral analysis): Board Certified Behavior Analyst, Mental Health Therapist, Mental Health Counselor, Mental Health Professional, Behavior Analyst, Counselor, School Psychologist, and Psychologist. Data obtained from Quarterly Workforce Indicators, QCEW, Emsi's proprietary employment and job posting data indicate that in the state of Utah between September 2018 and September 2021 that for every 1 hire there are 1.9 unique job postings. These same data show that between July 2021 to September 2021 for every 1 hire there was 3.1 unique job postings. Below we show the labor market outlook.

UTAH		WEST	
2020 Jobs: 4,598		2020 Jobs: 109,195	
5 yr. growth	19.3%	5 yr. growth	13.7%
10 yr. growth	32.4%	10 yr. growth	22.3%

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

This program will be offered online and is part of the university's strategic vision. With online learning, students can earn a degree from a top ranking flagship institution without relocating long distances. Online learning also allows for more flexibility to balance educational, personal and professional obligations. In general, employers tend to view degrees earned online the same as those completed in person. Certainly, one of the strongest aspects to online learning is that it can broaden student access to higher education, eliminating certain barriers. On the other hand, studies show that online learning can negatively effect student retention. This is a well documented outcome of online learning. Still, many advances and forward progress has been made regarding this particular weakness of online learning. Identifying retention issues surrounding online learning has incentivized institutions to adopt strategies and interventions to soften and mitigate these retention limitations.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

The following is a list of western institutions with an online Masters in Board Certified Behavior Analytics program. Graduate and growth statistics have been pulled from the Integrated Postsecondary Education Data System (IPEDS). Tuition estimates are based on each institution's most recent tuition rates posted on their website. As we include the following list of top national institutions, based on graduates, with an online Masters in Board Certified Behavior Analyst program.

Western region competitors based on graduates (2020)

	GRADS	YOY GROWTH	TUITION
National University	566	Insufficient Data	\$19,890
Chicago School of Pro Psych at Los Angeles	106	53.6%	\$22,601
Pepperdine University	51	537.5%	\$57,800
Fielding Graduate University	22	Insufficient Data	Discontinued

National competitors based on graduates (2020)

	GRADS	YOY GROWTH	TUITION
Capella University	673	29.2%	\$28,710
University of Cincinnati-Main Campus	229	-2.1%	\$22,380
Simmons University	128	1.6%	\$46,620
University of South Florida	47	-32.9	\$24,600
Drexel University	46	Insufficient Data	\$63,000

4.2.4. Potential Earnings Capacity of Program Graduates:

The Masters in Board Certified Behavior Analyst program is designed to qualify students to hold occupations in the previously mentioned categories. The following are median advertised salaries over the last three years. Data taken from the Quarterly Census of Employment and Wages (QCEW).

UTAH		WEST	
Pre-degree salary (Posting education level: Bachelor's degree)			
Median Salary	\$41,600	Median Salary	\$58,200
Post-degree salary (Posting education level: Master's degree)			
Median Salary	\$60,000	Median Salary	\$71,600

4.2.5. Societal Importance of the Program:

With the leadership of President Randall and SVPAA Martell Teasley, the University of Utah will invest in the development of high-demand online/hybrid master's degrees to provide greater access to the U's excellent academic offerings and to expand our social impact. As a research university and the state's flagship, the University of Utah is well-situated to launch successful online graduate degrees and will provide funding and services for colleges and schools to develop online programs that take advantage of our academic and research strengths, meet the needs of adult learners, are market-aligned and can engage large audiences, and will garner regional, national, and global attention. These programs are intended to reach qualified students who, because of location or need for flexible learning options, would not otherwise attend the U.

This initiative builds on plans, processes, and organizational changes that have been underway for the past 18 months. Its strategic foundations can be found in the campus' Strategy Refresh 2025, its Educational Futures Report of 2019-2020, SVPAA Reed's expansion of University Connected Learning (UCL), and President Randall's Operation Bold Transition recommendations. These documents call on the University to expand its footprint, provide greater access to academic programs, especially in rural Utah, meet students where they are, increase enrollments and revenue, and demonstrate the societal impact of a top national university. Together, with creativity and appropriate investments, we can build master's degree programs that meet these strategic challenges and provide broad access to degrees that enhance advanced career prospects for a wide range of students.

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

The Masters in Board Certified Behavior Analyst program has had explosive growth over the last year. Currently, two schools own about 60% of the market. However, new programs that have launched in the last four years have had success in quickly growing with enrollments. From a student perspective, the ROI on this program is significant with students experiencing a salary increase of anywhere from 22%-44% Based on current graduation rates and enrollment in the region and at institutions nationally, the enrollment target for the online Masters in Board Certified Behavior Analyst program is estimated to be between 50-80 students with the potential of greater growth if current trends continue. For the first year, we project that the program could enroll 32 students in 2023, and, by 2029, we aspire to grow the program to 68 students, as shown in the table below. The program length spans for one year and 30 total credits to graduate.

	2023	2024	2025	2026	2027	2028	2029
Est Enrollment	32	36	40	46	52	60	68

Estimated Revenue and Uses (including program and institution):

The differential rate that is being requested for this program is **\$500 per credit hour**. With an estimated enrollment of 32 students in the first year. Given this enrollment estimate and rate requested, the total estimated revenue for fiscal year 2023 would be \$320,000.

The revenues generated from this online program would be used to invest in high caliber faculty and instructors who would instruct students in the program. Other uses of funds would include administrative and non-personnel costs to maintain the program. These costs include such expenditures as supporting a program director, an advisor, recruitment, and teaching assistants. As revenues continue to build expenditures are expected to augment in tandem to support the program.

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

	Institution: University of Utah
Fiscal Year: 2023	Prepared by: Ethan Hacker
	Due date: March 10, 2022
Program: Masters in System Engineering	Submission Date: 14-Mar-22

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:

Here we include a list of target occupations for the Masters in System Engineering: Systems Engineers, Product Architects, Systems Integration Engineers, Computer Systems Analyst, Chief Systems Engineer, Mission Systems Engineers, and Systems Architects. Data obtained from Quarterly Workforce Indicators, QCEW, Emsi's proprietary employment and job posting data indicate that in the state of Utah between September 2018 and September 2021 that for every 1 hire there are 5.6 unique job postings. These same data show that between July 2021 to September 2021 for every 1 hire there was 7.2 unique job postings. Below we show the labor market outlook.

UTAH		WEST	
2020 Jobs: 30,766		2020 Jobs: 730,628	
5 yr. growth	19.4%	5 yr. growth	13.7%
10 yr. growth	32.2%	10 yr. growth	22.1%

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

This program will be offered online and is part of the university's strategic vision. With online learning, students can earn a degree from a top ranking flagship institution without relocating long distances. Online learning also allows for more flexibility to balance educational, personal and professional obligations. In general, employers tend to view degrees earned online the same as those completed in person. Certainly, one of the strongest aspects to online learning is that it can broaden student access to higher education, eliminating certain barriers. On the other hand, studies show that online learning can negatively effect student retention. This is a well documented outcome of online learning. Still, many advances and forward progress has been made regarding this particular weakness of online learning. Identifying retention issues surrounding online learning has incentivized institutions to adopt strategies and interventions to soften and mitigate these retention limitations.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

The following is a list of western institutions with an online MS in Systems Engineering program. Graduate and growth statistics have been pulled from the Integrated Postsecondary Education Data System (IPEDS). Tuition estimates are based on each institution's most recent tuition rates posted on the website. Also we include the following list of national institutions with an online Masters of Engineering Management that are similar large, public institutions.

Top 5 Western region competitors based on graduates (2020), YOY Growth, and tuition

	GRADS	YOY GROWTH	TUITION
Naval Postgraduate School	182	13%	N/A
University of Southern California	27	-6.9%	\$65,970
University of Arizona	18	28.6%	\$64,470
Colorado State University-Ft Collins	11	22%	\$33,540
Portland State University	9	New Program	\$22,565

Top 5 National competitors based on graduates (2020), YOY Growth, and tuition

	GRADS	YOY GROWTH	TUITION
Johns Hopkins University	147	-2.6%	\$5,872
George Washington University	113	113%	\$35,820
University of Michigan-Ann Arbor	102	-34.6%	\$36,108
Penn State University	67	New Program	\$35,856
University of Florida	60	-7.7%	\$20,700

4.2.4. Potential Earnings Capacity of Program Graduates:

The MS in Systems Engineering program is designed to qualify students to hold occupations in the previously mentioned categories. While pre-salary data is unavailable, the following is the median advertised salary for these occupations. Data taken from the Quarterly Census of Employment and Wages (QCEW).

	UTAH	WEST
Pre-degree salary (Posting education level: Bachelor's degree)		
Median Salary	\$100,200	Median Salary \$117,100
Post-degree salary (Posting education level: Master's degree)		
Median Salary	\$100,200	Median Salary \$121,700

4.2.5. Societal Importance of the Program:

With the leadership of President Randall and SVPAA Martell Teasley, the University of Utah will invest in the development of high-demand online/hybrid master's degrees to provide greater access to the U's excellent academic offerings and to expand our social impact. As a research university and the state's flagship, the University of Utah is well-situated to launch successful online graduate degrees and will provide funding and services for colleges and schools to develop online programs that take advantage of our academic and research strengths, meet the needs of adult learners, are market-aligned and can engage large audiences, and will garner regional, national, and global attention. These programs are intended to reach qualified students who, because of location or need for flexible learning options, would not otherwise attend the U.

This initiative builds on plans, processes, and organizational changes that have been underway for the past 18 months. Its strategic foundations can be found in the campus' Strategy Refresh 2025, its Educational Futures Report of 2019-2020, SVPAA Reed's expansion of University Connected Learning (UCL), and President Randall's Operation Bold Transition recommendations. These documents call on the University to expand its footprint, provide greater access to academic programs, especially in rural Utah, meet students where they are, increase enrollments and revenue, and demonstrate the societal impact of a top national university. Together, with creativity and appropriate investments, we can build master's degree programs that meet these strategic challenges and provide broad access to degrees that enhance advanced career prospects for a wide range of students.

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

Enrollment in the online MS in Systems Engineering program has flattened regionally and nationally over the last 3 years. It is a competitive market, and the programs with the highest enrollment are primarily located in the east. While the west does have the second highest program, in terms of enrollment, that program is specifically targeted towards military personnel. Other programs have varying enrollments, but none of them currently indicate that they are growing. There is high demand in the job market for positions in this field. However, the numbers are skewed due to the Software Developers and Software Quality Assurance Analysts and Testers occupation encompassing a broad range of jobs. Based on current graduation rates and enrollment in the region and similar institutions nationally, the enrollment target for the online MS in Systems Engineering program is estimated to be between 15-30 students. For the first year, we project that the program could enroll 15 students in 2023, and, by 2029, we aspire to grow the program to 55 students, as shown in the table below. The program length spans for one year and 30 credits.

	2023	2024	2025	2026	2027	2028	2029
Est Enrollment	15	30	35	40	45	50	55

Estimated Revenue and Uses (including program and institution):

The differential rate that is being requested for this program is **\$850 per credit hour**. With an estimated enrollment of 15 students in the first year. Given this enrollment estimate and rate requested, the total estimated revenue for fiscal year 2023 would be \$187,500.

The revenues generated from this online program would be used to invest in high caliber faculty and instructors who would instruct students in the program. Other uses of funds would include administrative and non-personnel costs to maintain the program. These costs include such expenditures as supporting a program director, an advisor, recruitment, and teaching assistants. As revenues continue to build expenditures are expected to augment in tandem to support the program.

Utah System of Higher Education



FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution:	University of Utah
Fiscal Year:	2023
Prepared by:	EH
Due date:	March 10, 2022
Program:	Speech-Language Pathology Assistant Graduate Certificate Program
Submission Date:	14-Mar-22

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:

Both ASHA and the Utah State Board of Education (USBE) have identified a shortage of adequately trained and qualified speech and language pathologists (SLP) who are tasked with providing speech and language services to students in the public-school system with communication disorders. The SLPA position increases the availability, frequency, and efficiency of speech and language pathology services available to students across the state of Utah. Our newly approved program is timely in two ways: (1) As of 2021, ASHA now offers national certification recognition for SLPAs (i.e., C-SLPA); and (2) The Utah Board of Higher Education has mandated that institutions develop certificate programs. This program offers the requisite coursework and clinical training needed as outlined by ASHA and USBE to become a certified and licensed SLPA. Students who complete the SLPA graduate certificate program are immediately eligible for SLPA national certification and state licensure. This program is uniquely positioned to address the high demand for speech and language services, particularly in Utah public schools.

The labor market demand for this program reflects a "faster than average" growth rate of 10%–15%, according to the Bureau of Labor Statistics (BLS) Summary Report for SLPAs as part of the O*Net OnLine project. New job openings from 2020 to 2030 are expected to reach 13,900. As of 2018, approximately 93,000 individuals were employed in this career pathway. This strong labor market demand for SLPAs warrants more investment in post-baccalaureate education to prepare future paraprofessionals in this field. It is noted that State of Utah market data are not represented in this application. These data types are limited, as our program is the first of its kind in the state. However, Utah public schools have notoriously shown compounded effects regarding national data in leading topics due to issues such as larger than average household size and low per-pupil spending. To support this assertion, beginning in 2019, USBE officially acknowledged the need for greater support of school-based SLPs through a paraprofessional position by developing the speech-language technician (SLT) license. This move's primary purpose was to directly contribute to the growing call to better support SLPs and their large caseload sizes. Unfortunately, there are no market data that the state has yet generated because the SLT position is only in its third year.

As part of the development of the University of Utah's SLPA program, an initial needs assessment was completed with several of the largest school districts in the state of Utah and USBE. We learned that there is significant demand for the SLPA position in clinical settings and for institutions looking to fulfill the training needs of these individuals. Specifically, our program is the only available option currently in the state of Utah for individuals wishing to pursue a career in this field. The identified demand has been confirmed by a higher-than-expected application rate for the first year of our program (Fall of 2021). We had anticipated a first-year cohort size of seven to eight students. Sixteen applications were received with a final enrollment number of eleven. We anticipate this higher-than-anticipated trend to continue due to the strong need for a program of this nature in the state of Utah.

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

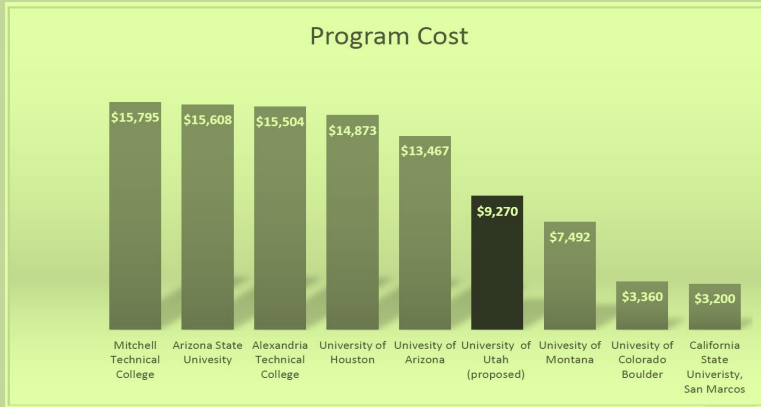
The program has purposefully been designed to offer the following:

- **Efficiency:** A single semester program that fulfills all coursework and clinical fieldwork requirements set forth by ASHA and USBE. This contrasts with alternative formats implemented by other institutions across the United States with SLPA programs offered as two-year associate degrees or multi-semester programs.
- **Flexibility:** Students who graduate with a CSD undergraduate degree are not marketable unless they continue and complete graduate work in the field. This program allows them to be highly marketable in job markets, specifically in public schools after graduation.
- **Low instructor-to-student ratio:** Because of the single-semester format, the curriculum and course requirements are dense. Having a low instructor-to-student ratio allows for a high level of instruction and learning to take place, putting students in a favorable position to complete the national certification exam offered through ASHA.
- **Facilitation and oversight of all clinical field placements.** Clinical field placements represent a considerable time commitment and use of department resources to successfully place all students.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

A cost comparison review of SLPA programs in the United States reveal substantial variability in program structure and tuition fees ranging from \$3,200 to \$15,795 (see Table 1). With the proposed tuition differential, our program would cost approximately \$9,270 for an in-state student.

Institution	Program Structure	Credit Hours	Per credit	Program Cost
Mitchell Technical College	Associate Degree	65	\$243	\$15,795
Arizona State University	Undergraduate - Multi Semester	12	\$1300	\$15,608
Alexandria Technical College	Associate Degree	60	\$259	\$15,504
University of Houston	Graduate Level - Multi Semester	32	\$464	\$14,873
University of Arizona	Graduate Level - Multi Semester	13	\$1036	\$13,467
University of Utah (proposed)	Graduate Level - Single Semester	15	\$618	\$9,270
University of Montana	Undergraduate - Multi Semester	23	\$326	\$7,492
University of Colorado Boulder	Graduate Level - Single Semester	7	\$480	\$3,360
California State University, San Marcos	Graduate Level - Multi Semester	16	\$200	\$3,200



4.2.4. Potential Earnings Capacity of Program Graduates:

The program is suited for two types of prospective students: (1) individuals seeking to engage in the treatment of people with communication disorders in school and clinical settings without the full professional responsibilities necessarily assumed by a speech-language pathologist (SLP); and (2) individuals who eventually seek to be accepted to a graduate program of study in speech-language pathology but wish to gain field experience prior to application.

The most recent workforce service data shows that experienced Speech-Language Pathologists have an annual median wage of \$81,750 in Slat Lake Metro area. For inexperienced Speech-Language Pathologists, Workforce Service data suggest that their annual earnings range from \$42,990 to \$58,960.

4.2.5. Societal Importance of the Program:

Speech-language pathologists are vital in supporting individuals with their well-being over a lifespan ranging from their childhood to adulthood. As of 2018, approximately 93,000 individuals were employed in this career pathway. Both ASHA and the Utah State Board of Education (USBE) have identified a shortage of adequately trained and qualified speech and language pathologists (SLP) who are tasked with providing speech and language services to students in the public-school system with communication disorders. The SLPA position increases the availability, frequency, and efficiency of speech and language pathology services available to students across the state of Utah.

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

The SLPA program was purposefully designed to accept a smaller cohort of students with this factor in mind (maximum program capacity is 18). Specifically, our program is the only available option currently in the state of Utah for individuals wishing to pursue a career in this field. The identified demand has been confirmed by a higher-than-expected application rate for the first year of our program (Fall of 2021). We had anticipated a first-year cohort size of seven to eight students. Sixteen applications were received with a final enrollment number of eleven. We anticipate this higher-than-anticipated trend to continue due to the strong need for a program of this nature in the state of Utah.

The SLPA graduate certificate program offered through the Department of Communications Sciences and Disorders (CSD) is a post-baccalaureate graduate-level clinical training program designed to prepare students for a career as an SLPA as defined by the American Speech-Language-Hearing Association (ASHA). It is a 15-credit hour, single semester program comprised of traditional coursework and clinical fieldwork. The program is suited for two types of prospective students: (1) individuals seeking to engage in the treatment of people with communication disorders in school and clinical settings without the full professional responsibilities necessarily assumed by a speech-language pathologist (SLP); and (2) individuals who eventually seek to be accepted to a graduate program of study in speech-language pathology but wish to gain field experience prior to application.

Estimated Revenue and Uses (including program and institution):

The Department of Communication Sciences and Disorders requests approval of zero hour differential tuition of **\$3,481.61 per student** for its recently approved SLPA Graduate Certificate Program and **\$618 per credit hour** differential. If we use the eleven students as our estimated demand from Fall 2021 acceptance pool, then total revenue generated for one semester would be \$38,297 per semester.

Uses of revenue include but are not limited to recruiting instructors and faculty.

Other intended uses for money raised from differential tuition costs:

- Recruitment of students from rural areas in the state.
- New and enhanced professional development opportunities for students, including stronger employer relations activities, focused on emphasizing the importance of clinical field-based experiences and early career development.
- Resources to retain current and attract new talented faculty who will continue the tradition of providing an exceptionally relevant and engaging learning experience for our students.
- Assistance for students seeking leadership, service-learning, and related co- and extra-curricular opportunities that both enhance the classroom experience and position our students for even greater success as professionals and global citizens. Our program curriculum recently received a Community Engaged Learning (CEL) designation offered through the university.

March 8, 2022

To: Utah Board of Higher Education**From: University of Utah****RE: Request for Program Tuition Approval, University of Utah all online Graduate Programs**

Online Master's Initiative

With the leadership of President Randall and SVPAA Reed, the University of Utah will invest in the development of high-demand online/hybrid master's degrees to provide greater access to the U's excellent academic offerings and to expand our social impact. As a research university and the state's flagship, the University of Utah is well-situated to launch successful online graduate degrees and will provide funding and services for colleges and schools to develop online programs that take advantage of our academic and research strengths, meet the needs of adult learners, are market-aligned and can engage large audiences, and will garner regional, national, and global attention. These programs are intended to reach qualified students who, because of location or need for flexible learning options, would not otherwise attend the U.

The timing for launching an online master's initiative is opportune. By focusing on student-centric degree programs, the U can:

- Affirm our commitment to equity, diversity, and inclusion by designing programs that meet the needs of and provide material benefit to historically underserved populations;
- Respond to changing expectations of adult learners, who increasingly look for programs that lead to meaningful employment and impact;
- Acknowledge the changing realities of work, which increasingly demand a lifetime of learning and credentials;
- Take advantage of recent increases in faculty knowledge and skills in educational technology use and effective pedagogical practices.

This initiative builds on plans, processes, and organizational changes that have been underway for the past 18 months. Its strategic foundations can be found in the campus' Strategy Refresh 2025, its Educational Futures Report of 2019-2020, SVPAA Reed's expansion of University Connected Learning (UCL), and President Randall's Operation Bold Transition recommendations. These documents call on the University to expand its footprint, provide greater access to academic programs, especially in rural Utah, meet students where they are, increase enrollments and revenue, and demonstrate the societal impact of a top national university. Together, with creativity and appropriate investments, we can build master's degree programs that meet these strategic challenges and provide broad access to degrees that enhance advanced career prospects for a wide range of students.

How the U will be bold

In proposing programs with potential for high enrollments and revenue generation, we encourage colleges and schools to think creatively. These online or hybrid master's programs could be:

- A translation of current in-person degree programs into a fully online or hybrid modality.
- A re-imagined curriculum, re-designing existing programs into a scaled, asynchronous program, possibly one with a modularized structure that can support certificates that can stack into degrees.
- A new degree, possibly interdisciplinary, that is highly market-aligned and takes advantage of academic and research strengths and/or meets local workforce needs.

The programs below are existing programs at the University of Utah and the tuition rate proposed for these programs is based upon the total of current tuition and differential that already exists on our campus. In that regard the tuition does not represent an increase in cost to students, **rather we are requesting a simpler rate that is easier for students to understand and critically, is the same rate for Resident and Non-Resident students.** These programs will be targeted to individuals who are unable to make it to campus due to work, home commitments or due to geographic location. We believe these courses will increase the opportunity for a wide number of students to get their degree from the University of Utah who presently are unable to do so in person, on campus.

The per credit hour rate requested for these courses is shown in the table below. The total cost of these programs to students is the same as they would pay for existing on-campus programs.

New Online Professional Masters Programs Tuition Proposal

Program and Project Students*	Rate Requested for Approval	SCH Required by Program	Approx. per Semester Cost	Total Program Cost
Masters of Legal Studies (50)	\$ 1,050.00	30	\$10,455	\$31,365
Engineering Mgt. (145)	\$ 850.00	30	\$6,250	\$25,000
Systems Engineering (55)	\$ 850.00	30	\$6,250	\$12,500 (Certificate)
Masters of Fine Arts (25)	\$ 850.00	30	\$6,375	\$25,500 (Master of Arts Teaching, Fine Arts)
Nursing Informatics (50)	\$ 875.00	40	\$8,750	\$35,000
Masters in Special Ed (68)	\$ 500.00	30	\$5,000	\$10,000 (with emphasis in behavioral analysis)
MS Cybersecurity Management (475)	\$ 1,000.00	30	\$15,000	\$30,000
Masters of Public Health (160)	\$ 675.00	45	\$6,600	\$33,000

*Number of students is the total projected in 2029

New Online Professional Masters Programs Market Analysis

Program and Project Students	Average Annual Post-degree salary in Utah	Growth Rate for Utah Labor Market Outlook for 5 yrs	Growth Rate for Utah Labor Market Outlook for 10 yrs	3 Year Labor Market Supply/Demand Job Postings/Hire
Masters of Legal Studies	\$ 58,200	8.4%	13.6%	1 hire for every 1.9 Postings
Engineering Mgt.	\$ 116,000	11.7%	18.1%	1 hire for every 9.7 Postings
Systems Engineering	\$ 100,200	19.4%	32.2%	1 hire for every 5.6 Postings
Masters of Fine Arts	\$ 58,800	10.7%	19.8%	1 hire for every .7 Postings
Nursing Informatics	\$ 79,700	14.9%	24.9%	1 hire for every 1.5 Postings
Masters in Special Ed	\$ 60,000	19.3%	32.4%	1 hire for every 1.9 Postings
MS Cybersecurity Management	\$ 84,200	13.7%	22.2%	1 hire for every 6.3 Postings
Masters of Public Health	\$ 66,300	21.0%	36.5%	1 hire for every 2.7 Postings

Utah System of Higher Education

FORM R-6: DIFFERENTIAL TUITION REQUEST

Fiscal Year: 2023

Institution: Utah State University

Prepared by: Huntsman School of Business

Due date: 8-Mar-22

Submission Date: February 7, 2022

Program: Huntsman School of Business

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:

Student Demand:

Enrollment growth has been robust over the course of the last ten years at the Jon M. Huntsman School of Business (HSB). The period between FY2011-FY2020 saw a 22% increase in overall undergraduate enrollment and a 292% increase in first-time freshmen in HSB. These increases included substantial increases in female students, traditionally underrepresented in business disciplines. For example, overall enrollment of undergraduate female students increased 42% during FY2011-FY2020, versus an increase of 12% for male students, and enrollment of first-time female students increased 320% over the same period, with first-time male student enrollment increasing 273%.

Workforce Demand:

Workforce demand for our graduates continues to be strong, with both the quantity and quality of corporate recruiters increasing annually. Corporate recruiting visits to the Huntsman School of Business have increased substantially over the past decade. Nationally known companies such as Adobe, General Mills, and Goldman Sachs visit our classes and student clubs multiple times per year. During AY2018-19, 130 unique companies made 287 visits to the Huntsman School. Those numbers increased during AY2019-20 to 144 companies making 380 visits.

"One of the biggest attributes we look for in candidates is their willingness to get the job done while creating value both inside and outside the company. We hire Huntsman graduates for that exact reason. Not only do they make excellent candidates, they also have outstanding tenacity and authenticity." - Peyton Magruder, VP & Manager of the Banker Development Program at Zions Bank

"Our Huntsman student hires are hands-down top talent among our university hire program candidates. Each year we have had the honor of hiring quality candidates who make an immediate impact on their local business, exhibit leadership qualities in the office, and many are already moving into upper-level management positions inside the company. They are hardworking, optimistic, intelligent, and show admirable business ethics in their daily lives." - Amy Venezia, the Director of Employee Development & Recruiting at North American Plastics

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

In 2006, the school provided \$203,000 in annual scholarship support. In AY2020-21, the Huntsman School of Business provided \$4,186,160 in scholarship support, a 1,962% increase in scholarships since the advent of differential tuition.

The AY2020-21 average total listed tuition and fees, including differential tuition, for 1,826 undergraduate resident full-time students in HSB was \$10,278. The average total paid tuition and fees, net of scholarships and grants, for the same population was \$3,231. In other words, the average net tuition and fees was 31% of the listed price.

About 82% of Huntsman undergraduate resident undergraduate full-time students received some federal aid in Fall 2020. IPell Grant eligible students in HSB paid on average 15% of the listed price.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

Tuition and fees for undergraduate resident full-time per semester at USU were compared to seven peer institutions, including western land grant institutions, and other regional public institutions. The base AY2022-23 tuition costs for a semester ranged from \$3,569 at USU to \$8,016 at the University of Colorado, with fees ranging from \$319 at Arizona State University to \$1,310 at Colorado State University.

The closest benchmark institution for the Huntsman School of Business in terms of student recruiting, faculty recruiting, and student placement is the Eccles School of Business at the University of Utah. When the three-year step increase we have proposed is fully implemented in AY2024-25, undergraduate differential tuition the USU Huntsman School of Business will be \$221 per student credit hour per semester, whereas the University of Utah Eccles School of Business will likely be \$285 per student credit hour per semester, assuming the Eccles School of Business seeks no additional step increase.

4.2.4. Potential Earnings Capacity of Program Graduates:

Placement rates for HSB graduates have increased in quantity and quality over the last few years, in part due to the local booming economy. It is also due to the rigor provided by top-notch faculty in highly competitive academic programs, the numerous experiential activities provided by faculty and dedicated student- focused professional staff, and the impact of stellar student peers.

Utah residents between the ages of 26-30 who hold bachelor's degrees in business disciplines command an impressive earning premium in comparison to those who hold non-business degrees. In fact, the annual earning premium is so large that graduates can quickly recover the differential tuition that they pay within a very short period of time in the workforce. This return on a student's investment is the result of competitive labor market demand that rewards skills obtained in business training.

4.2.5. Societal Importance of the Program:

The purpose of the Jon M. Huntsman School of Business at Utah State University is to be an engine of growth for our community, the state, the nation, and the world, and to be a career accelerator for our students. Our strategic objective is to become the premier undergraduate business and economics program in the Intermountain West. The commitment from the entire Huntsman School of Business community of students, faculty, staff, alumni, and friends, together with the university's administration, to this strategic objective has contributed to immense strides in terms of the quality of inputs and outcomes – better people, better programs, better facilities, and better finances, over the past ten years. As we look ahead, we are focused on providing curricular and experiential education that prepares our students to contribute immediately to their communities and to their careers, and to lead lives of meaning and contribution.

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

Student enrollment growth in Huntsman School of Business courses has outpaced overall growth at USU. For instance, cumulative growth in undergraduate student credit hours over the last decade (Fall 2011 – Fall 2021) across all 1000-5000 level courses in the HSB was 19.4%, compared to 4.7% for non-HSB undergraduate courses at USU. The HSB differential tuition has been applied to undergraduate 3000-5000 level courses. A similar pattern of increased number in student credit hours emerges: cumulative growth in student credit hours over the last decade (Fall 2011 – Fall 2021) within the HSB was 52%, compared to 15% for non- HSB courses at USU. Thus, we conclude that the proposed differential tuition increase has no impact on upper division courses.

Estimated Revenue and Uses (including program and institution):

The following tables provide a summary of differential tuition revenues collected by HSB in FY21, expenses paid for in FY21 and a projection of revenue if the proposed increase is approved. Note: differential tuition revenues is net of scholarship discounts and waivers received by students.

Jon M. Huntsman School of Business

Differential Tuition - Summary of Revenues and Expenses

FY 2021

Total Revenues:	9,481,085
Expenses:	
Personnel (Salary and Benefits) Subtotal	8,327,103
Program Support Subtotal	667,881
Administrative Infrastructure Subtotal	492,606
Total Expenses:	9,487,589

Revenue Forecast and Intended Uses

We estimate that the proposed increase in differential tuition rates (\$20/SCH increase each year for the next 3 years) will generate an additional \$2.3 million in revenue once fully implemented.

How will additional differential tuition be used?

Differential tuition is now used and will continue to be used to cover costs associated with the following:

- Salaries and benefits: Following our past patterns of expenditure, we expect that approximately 80-90% of additional differential tuition revenues collected will be spent on salaries and benefits for faculty and staff as we continue to expand extra-curricular student programs and expand additional course offerings. In the last 5 years alone, we've created 75 new courses and labs in HSB; such a rapid expansion requires significant investment in labor costs. Furthermore, our experiential learning campaign will require further investments in labor costs.
- Program Support and Administrative Infrastructure: We expect the remaining 10-20% of differential tuition revenues to be used to support programs and administrative infrastructure, including items such as computer hardware, software, conference participation, professional gatherings, professional services, equipment, and other operating supplies and miscellaneous items.

21 January 2022

ITEM FOR ACTION

RE: A proposal to increase differential tuition for the Jon M. Huntsman School of Business

EXECUTIVE SUMMARY

Utah State University (USU) seeks to increase differential tuition for students taking courses in the Jon M. Huntsman School of Business (HSB). The purpose of Utah State University's Jon M. Huntsman School of Business is to be a career accelerator for students and an engine of growth for the community, state, nation, and world. The dynamics of the higher education marketplace that have caused publicly funded professional schools, including colleges of business, at universities throughout the country to adopt differential tuition increases are well known. The cost of hiring new business faculty continues to escalate due to a relative shortage of new faculty compared to retiring faculty across the country. Indeed, business school faculty salaries have increased more rapidly than other faculty salaries over the last 20 years. Moreover, business graduates have been differentially successful in the marketplace for jobs and command higher salaries relative to graduates in other disciplines.

Since differential tuition was initiated in Fall 2007, it has had a dramatic, positive impact on the Huntsman School of Business. Largely because of differential tuition, HSB has been able to expand its faculty to meet the increased demand occasioned by significant enrollment growth, despite significant cuts in state appropriations.

The proposal calls for three consecutive years of increases of \$20 per credit hour for upper-division undergraduate courses offered by the Huntsman School (3000-5000) beginning in academic year, 2022-2023 and to index established differential rates to increase at the same rate as general tuition increases.

RECOMMENDATION

The President, Provost, and Vice President for Business & Finance recommend approval by the Board of Trustees of the proposed changes in differential tuition for the Jon M. Huntsman School of Business.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University (USU) seeks to increase differential tuition for students taking courses in the Jon M. Huntsman School of Business (HSB); and

WHEREAS, The purpose of Utah State University's Jon M. Huntsman School of Business is to be a career accelerator for students and an engine of growth for the community, state, nation, and world; and

WHEREAS, The dynamics of the higher education marketplace that have caused publicly funded professional schools, including colleges of business, at universities throughout the country to adopt differential tuition increases are well known; and

WHEREAS, The cost of hiring new business faculty continues to escalate due to a relative shortage of new faculty compared to retiring faculty across the country; and

WHEREAS, Business school faculty salaries have increased more rapidly than other faculty salaries over the last 20 years; and

WHEREAS, Business graduates have been successful in the marketplace for jobs and command higher salaries relative to graduates in other disciplines; and

WHEREAS, Differential tuition was initiated in Fall 2007, it has had a dramatic, positive impact on the Huntsman School of Business; and

WHEREAS, Largely because of differential tuition, HSB has been able to expand its faculty to meet the increased demand occasioned by significant enrollment growth, despite significant cuts in state appropriations; and

WHEREAS, The proposal calls for three consecutive years of increases of \$20 per credit hour for upper-division undergraduate courses offered by the Huntsman School (3000-5000) beginning in academic year, 2022-2023 and to index established differential rates to increase at the same rate as general tuition increases; and

WHEREAS, The President, Provost, and Vice President for Business & Finance recommend that the Board of Trustees approves the proposed changes in differential tuition for the Jon M. Huntsman School of Business:

NOW, THEREFORE, BE IT RESOLVED, That the Utah State University Board of Trustees hereby approves the proposed changes in differential tuition for the Jon M. Huntsman School of Business.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES

Date

Request for Differential Tuition Increase
Jon M. Huntsman School of Business
Utah State University
January 21, 2022

Summary of Proposal

The purpose of the Jon M. Huntsman School of Business at Utah State University is to be an engine of growth for our community, the state, the nation, and the world, and to be a career accelerator for our students. Our strategic objective is to become the premier undergraduate business and economics program in the Intermountain West. The commitment from the entire Huntsman School community of students, faculty, staff, alumni, and friends, together with the university's administration, to this strategic objective has contributed to immense strides in terms of the quality of inputs and outcomes – better people, better programs, better facilities, and better finances, over the past ten years. Differential tuition, initially approved in 2007 by the USU Board of Trustees and subsequently by the Utah State Board of Regents, has been a significant contributor to our progress. It comprises about one third of our annual operating budget. It permeates all that we do, and supports, directly or indirectly, every employee of the school and every program offered to students.

The need for differential tuition has been driven by the marketplace for business faculty and student graduates. National surveys indicate that faculty in business disciplines command far greater salaries than faculty in non-business disciplines. But, according to the 2017 National Education Association Almanac of Higher Education, funding for public education is still 20 percent lower than in the early 1990s despite a 43 percent increase in student enrollment during this time. Additionally, the need for differential tuition is driven by the need to continually innovate and expand of our programs and offerings to equip students to succeed in an increasingly complex business and economic environment. For example, just since 2016, we've created 75 new courses and labs in the Huntsman School to better serve our students. Growth in the quantity of staff and faculty is required to support this and future expansion.

Due to these fundamental challenges, and based on the demonstrated outcomes of the past decade, we seek an extension of differential tuition for the Huntsman School of Business, as follows:

- Differential tuition increase of \$20 per credit hour for undergraduate upper-division courses (courses numbered 3000-5000) beginning with the 2022-23 academic year, with an additional \$20 per credit hour added each of the two following years.
- Index established differential rates to increase at the same rate as general tuition increase.

Undergraduate students in the Huntsman School currently pay differential tuition of \$161 per credit hour for upper-division business school courses (courses numbered 3000-5000). Average AY 2020 paid tuition and fees in the Huntsman School was \$10,278. The proposed increase of \$60 per student credit hour by 2024-25 amounts to a 2.57% average annual increase relative to this average annual tuition. In other words, the proposed increase is in line with modest inflation levels in the US during normal economic times.

Rationale for Increasing Differential Tuition

If we hope to create the premier undergraduate business and economics program in the Intermountain West, we must have the resources to build capacity and to compete regionally and nationally for students, faculty, and staff. The 2014 Gallup-Purdue Index Report surveyed more than 30,000 undergraduate college students across the US to measure the relationship between the college experience and college graduates' lives. The report found that the two most important linkages of undergraduate college experience and career success were 1) a professor who cared about the student as a person and made them excited about learning, and 2) an outside-the-classroom experience such as an internship, student club participation, or semester-long real-world projects. Differential tuition allows us to directly impact both measures.

1. Recruiting and retention of outstanding faculty

Since implementing differential tuition in 2007, approximately 80 percent of differential tuition funds have gone to pay faculty and staff salaries. The cost of hiring new faculty has continued to escalate. Indeed, business school faculty salaries have increased dramatically over the past few years, and costs for faculty, from new assistant professors to full professors, far outpace salaries for similar positions in non-business disciplines. Salaries for business faculty in research universities such as Utah State University are substantially higher than the average of all institutions. These facts are driven by national market trends that deeply affect our ability to recruit and retain faculty that will provide the best training and mentoring for our students.



Average salaries for new assistant professors, 2019-20 Faculty in Higher Education Survey, The College and University Professional Association for Human Resources (CUPA-HR). Findings detailed aggregate salary information from 853 institutions for 175,706 new faculty.

Faculty Salaries for Business, Management, Marketing, and Related Services*

Job Title	All Institutions	Research	Master's	Baccalaureate
Professor	\$118,392	\$170,541	\$110,997	\$98,925
Associate Professor	\$104,311	\$144,286	\$98,391	\$79,465
Assistant Professor (Excl. New)	\$99,534	\$138,744	\$93,139	\$72,824
New Assistant Professor	\$117,500	\$139,500	\$106,000	\$91,750

*Faculty salaries from the 2019-20 Faculty in Higher Education Survey conducted by The College and University Professional Association for Human Resources (CUPA-HR). Findings detailed aggregate salary information from 853 institutions for 175,706 full-time tenure-track faculty. <https://www.higheredjobs.com/salary/salaryDisplay.cfm?SurveyID=56>

Largely because of differential tuition, we have been able to provide funds to augment salary offers to compete for faculty talent in a highly competitive marketplace, and to hire new faculty lines solely on differential tuition monies. During FY2021, 68 faculty members, nearly two-thirds of our full-time faculty, and 36 staff members, or 60 percent of all staff, were partially or fully supported by differential tuition. Differential tuition makes possible the deep student/faculty engagement for which the Huntsman School has become known.

2. Student Success

Apart from faculty salaries, the largest portion of differential tuition monies has been used to create and support cross-disciplinary, experiential programs, with faculty and staff who roll up their sleeves and work with students to provide real-world learning experiences. Some examples include:

- A. **Entrepreneurship Program.** Entrepreneurial Spirit is a strategic pillar of the Huntsman School. Participation in entrepreneurship classes and programs has sky-rocketed over the past five years, with students across campus participating in program activities. Student interns with the Small Enterprise Education and Development (SEED) program have taught hundreds of budding entrepreneurs in five developing countries around the world. The impact of our entrepreneurship program has been recognized by the US Association for Small Business and Entrepreneurship (USASBE) with the 2019 Excellence in Co-Curricular Innovation Award, the top award bestowed in the United States by this prestigious organization, and by the Global Consortium of Entrepreneurship Centers (GCEC) as one of the five best specialty entrepreneurship education programs in the world for 2019.
- B. **Student Clubs.** Huntsman School supports over 25 student clubs. These clubs range from industry-specific clubs such as our award-winning Institute of Management Accountants (IMA) and Beta Alpha Psi (BAP) organizations for accounting students, the Finance & Economics Club, the Huntsman Marketing Association, and Pro-Sales Club, to issue-based clubs such as the Covey

Leadership Fellows, the Entrepreneurship Club, and the Women in Business Association. These clubs provide a tremendous resource for personal and career development, with many participating in career exploration trips and hosting practitioners in their respective fields. They also compete in national competitions, and several club teams have won regional and national competitions. For example, under the mentorship of faculty experts, finance students have won 1st place each year for 4 consecutive years in the Chartered Financial Analyst Research Challenge in Utah. The ProSales club was recognized as the USU Organization of the Year in 2020, and the accounting, information systems, and human resources clubs have received national recognition for multiple years running.

- C. **She’s Daring Mighty Things Initiative.** Initially launched in 2018 as a stand-alone event, this new initiative will support our female students with tailored curricular and extracurricular opportunities, connect students with mentors and role models, and raise goals and aspirations. The program will create workshops and bootcamps to build professional skills and confidence, connect students with peers and alumni through career development events, and create a network of mentors and champions to jumpstart career paths and provide direct scholarship support.

Our current “Learning by Doing” campaign is designed to enhance existing initiatives such as our entrepreneurship and leadership programs, and to create new programs such as the Analytics Solutions Center, to further practical experience in data analytics, and the She’s Daring Mighty Things Initiative, focused on supporting and empowering our female students. All these co-curricular and extra-curricular programs are vital to the development of our students and are supported by ongoing differential tuition resources, in addition to philanthropic support.

Student and Workforce Demand for the Huntsman School

Student Demand:

We continue to experience increasing student demand for our services. Enrollment growth has been robust over the course of the last ten years at the Huntsman School. The period between FY2011-FY2020 saw a 22 percent increase in undergraduate enrollment in the Huntsman School. Enrollment growth for first-time freshmen as up 292 percent. These increases have also included substantial increases in female students, traditionally underrepresented in business disciplines. For example, overall enrollment of undergraduate female students increased 42 percent during FY2011-FY2020, versus an increase of 12 percent for male students, and enrollment of first-time female students increased 320 percent over the same period, with first-time male student enrollment increasing 273 percent.

	Total HSB			First-time Freshmen		
	Total HSB	Male	Female	Total HSB	Male	Female
HSB Growth	22%	12%	42%	292%	273%	320%

Source: 2011-2020 Undergraduate student enrollment growth, USU Office of Analysis, Assessment, and Accreditation

A correspondent growth in student credit hours (SCH) taught, including in upper-division courses for which students pay differential tuition, has also occurred. Since the last increase in differential tuition in 2014, upper-division student credit hours in the Huntsman School, meaning those for which differential tuition applies, have increased by 7,508 SCH, a 22 percent increase. The absolute number of SCH increase represents the largest increase in upper-division SCH across Utah State University.

We have discussed this proposal with student leaders across the Huntsman School, including student club leaders and the student Business Council. While no one likes to pay more, all students were supportive. Several commented about the opportunities presented by the Huntsman School, and the value they receive from classroom instruction, career development programming, and placement offers. A non-business student who is a leader of a student club within the Huntsman School commented that the opportunities provided in the Huntsman School largely do not exist elsewhere, and another student commented about the transformational impact of her studies and to not take these opportunities for granted.

Workforce Demand:

Workforce demand for our graduates continues apace, with both the quantity and quality of corporate recruiters increasing annually. Corporate recruiting visits to the Huntsman School have increased substantially over the past decade, and nationally known companies such as Adobe, General Mills, and Goldman Sachs visit our classes and student clubs multiple times per year. During AY2018, 130 unique companies made 287 visits to the Huntsman School. Those numbers increased during AY2019 to 144 companies making 380 visits.

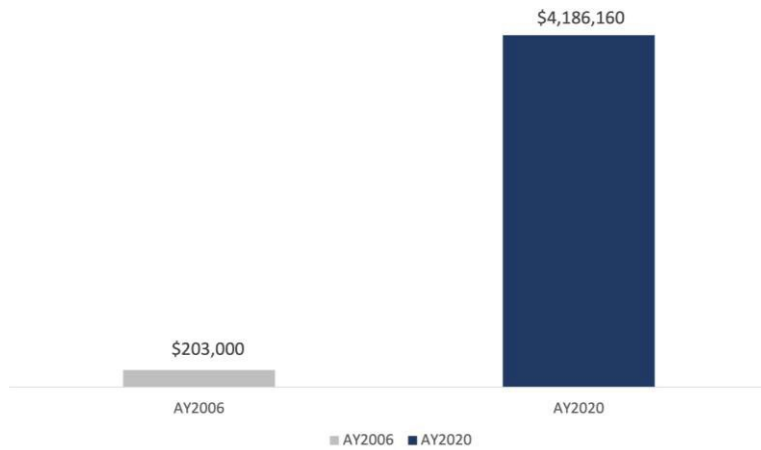
A decade ago, employer visits numbered in the double digits annually. The investment in administrative infrastructure such as career development programming and staff made possible through differential tuition has played a critical role in connecting the employer community to our students. This effort, which we brand as “Hire Huntsman, Higher Talent,” is producing results by bringing more and better opportunities for our students, fulfilling workforce demands, and acting as an engine of growth for our community.

Corporate recruiters appreciate the quality of our students. According to Peyton Magruder, VP & Manager of the Banker Development Program at Zions Bank, “One of the biggest attributes we look for in candidates is their willingness to get the job done while creating value both inside and outside the company. We hire Huntsman for that exact reason. Not only do they make excellent candidates, they also have outstanding tenacity and authenticity.” Amy Venezia, the Director of Employee Development & Recruiting at North American Plastics, a global plastics manufacturing company, noted that “Our Huntsman student hires are hands-down top talent among our university hire program candidates. Each year we have had the honor of hiring quality candidates who make an immediate impact on their local business, exhibit leadership qualities in the office, and many are already moving into upper-level management positions inside the company. They are hardworking, optimistic, intelligent, and show admirable business ethics in their daily lives.”

Impact of differential tuition on student access and retention

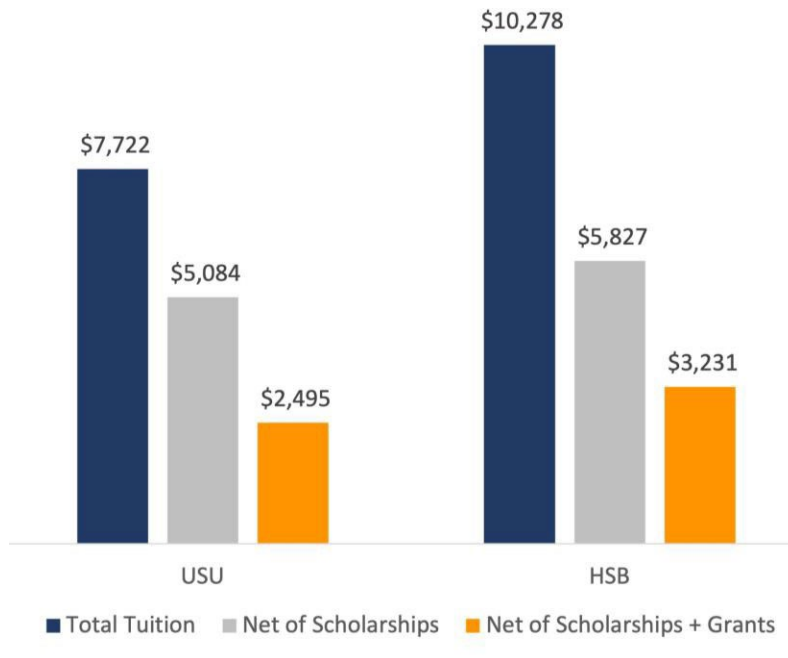
We are quite sensitive to our students’ ability to pay for their education. Since 2007 when differential tuition was first instituted in the Huntsman School, we have made a concerted effort to step up the level of financial assistance provided to students. Our donors have responded enthusiastically to the call to help students mitigate the increasing costs of a business education and scholarship support has increased dramatically. In 2006, the school provided \$203,000 in annual scholarship support. In AY2020, the

Huntsman School provided \$4,186,160 in scholarship support, a 1,962 percent increase since the advent of differential tuition.



Total scholarship dollars awarded by the Huntsman School of Business

The overall impact of this generous support from our donors merits further attention. The average, total tuition and fees, including differential tuition, for AY2020, for 1,826 undergraduate, resident, full-time students in the Huntsman School, was \$10,278. The average, total tuition paid, net of scholarships and grants, for the same population, is \$3,231. Put another way, the *average net tuition is 31 percent of sticker price*. And in comparison, Huntsman students pay on average only \$736 more per year than other students at USU. These numbers include students studying in Logan as well as students located at our regional campuses throughout Utah. And importantly, these numbers do not include student loans but rather just include true gifts that do not need to be repaid by students.



Average Undergraduate, Resident Tuition, Full-time students, Fall and Spring Semesters, AY2020

Beyond the magnitude of the average scholarship and grant aid collected by HSB students, the way in which this aid is *distributed* is equally remarkable: 82 percent of Huntsman resident undergraduate full-time students received some aid in Fall 2020, and those most in need, as determined by Pell Grant eligibility, *only pay 15 percent of sticker price*, on average.

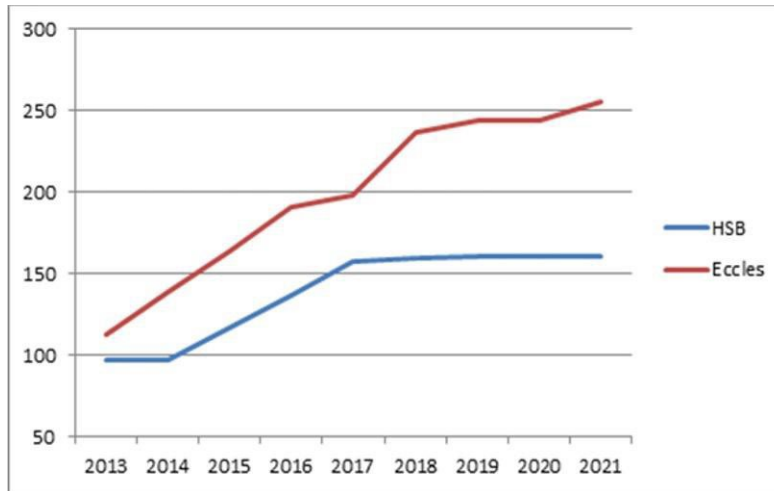


Tuition rates of comparable institutions

Even as we strive to provide a top-tier education to our students, tuition costs at the Huntsman School remain amongst the lowest among peer-institutions across the Intermountain region. Tuition costs are calculated differently across higher education, with some institutions charging per credit costs, some capping costs beyond a certain number of credit hours, some including differential tuition within base tuition and some not. Student fees also run the gamut, with some institutions breaking down fees for capital infrastructure, career development technology, and campus transportation, and some charging course fees. We researched tuition and differential tuition costs at seven peer institutions, including western land grant institutions, and other regional public institutions, for full-time, residential student costs per semester. Base AY 2022 tuition costs for a semester ranged from \$3,569 at USU to \$8,016 at the University of Colorado, with fees ranging from \$319 at Arizona State University to \$1,310 at Colorado State University.

The closest benchmark institution for the Huntsman School in terms of student recruiting, faculty recruiting, and student placement is the Eccles School of Business at the University of Utah. That is one of the main reasons the original differential tuition proposal in 2007 was patterned after the differential tuition proposal from the Eccles School. When differential tuition was authorized by the Board of Regents in March 2007 the Huntsman School rate was set at the same level as had been authorized the year prior at the University of Utah.

Differential tuition between the two schools has generally followed a similar pattern. However, our current differential tuition of \$161 per student credit hour at the Huntsman School has fallen below the \$255 per student credit hour charged at the Eccles School of Business at the University of Utah. This is owed to two factors: an additional multi-year increase authorized for the Eccles School, and the fact that the differential tuition is indexed to the general increase in tuition at the University of Utah, whereas it is not at Utah State University. We are seeking to correct this imbalance. When the three-year step increase we have proposed is fully implemented in AY 2024, undergraduate differential tuition at USU/Huntsman will be \$221 per student credit hour, whereas it is likely to be in the neighborhood of \$285 per SCH at the University of Utah/Eccles, assuming Eccles seeks no additional step increase.

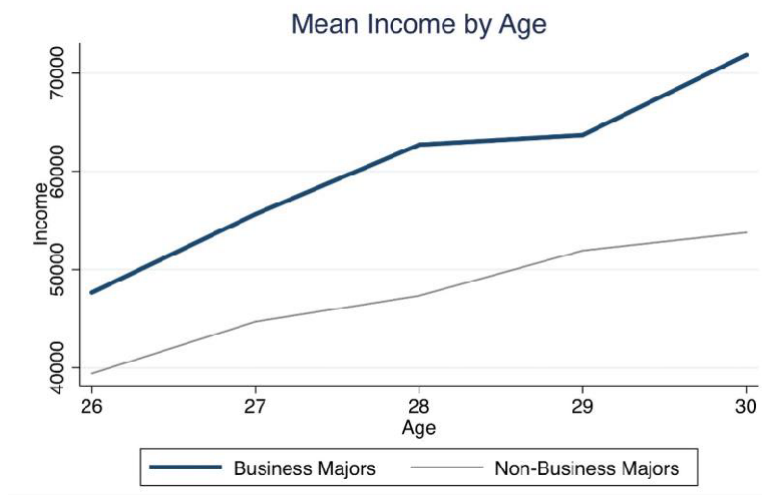


Comparison of per student credit hour differential tuition between the David Eccles School of Business at the University of Utah and the Jon M. Huntsman School of Business at Utah State University.

Potential earnings of program graduates

Placement rates for Huntsman graduates have increased in quantity and quality, in part due to the local booming economy. It is also due to the rigor provided by top-notch faculty in highly competitive academic programs, the numerous experiential activities provided by faculty and dedicated, student-focused professional staff, and the impact of incredible student peers.

Utah residents between the ages of 26-30 who hold bachelor’s degrees in business disciplines command an impressive earning premium in comparison to those who hold non-business degrees. In fact, the annual earning premium is so large that graduates can quickly recover the differential tuition that they pay, within a very short period of time in the workforce. This return on a student’s investment is the result of competitive labor market demand that rewards skills obtained in business training.



2015-2019 American Community Survey. Residents of Utah; Age 26-30; Hold Bachelor’s Degree; Not currently employed in school; Employed.

Value Proposition

Our students understand and appreciate the value proposition provided by the Huntsman School. In turn, this dynamic is noticed by high school students and their parents, leading to annual double-digit percent increases in enrollment. Despite high admission standards and a higher than average tuition cost, the Huntsman School has experienced double-digit enrollment increases over the past decade. That is classic product-market fit, where the market, in this case students and parents, value the product provided by the Huntsman School at Utah State University.

At an event in 2011 defining our plans for the next decade, Jon Huntsman spoke of the outcomes expected from an investment in world-class faculty and an industry-aligned curriculum. He noted that he wanted to create an environment that would allow young men and women from the West to get the best business education in the world, be recruited by the finest companies in the world, all at a relatively low cost. Today, with nationally recognized programs in accounting, entrepreneurship, and human resources, an economics program regularly recognized by the St Louis Federal Reserve as a leading research unit in Utah, corporate recruiters from around the country hiring our students, and innovative, new extracurricular initiatives like the redesigned Huntsman Scholar Program, the Covey Leadership Center, and the Center for Growth & Opportunity, the outcomes Jon Huntsman spoke of a decade ago are becoming a reality.

To continue delivering value to our students, we are committed to attracting and retaining highly qualified faculty and providing academic programs that provide varied and challenging real-world experiences. We do this while keeping tuition costs among the lowest in the nation for business schools at public research universities.

This proposal enables us to continue to meet our obligation to our students by providing an education that accelerates their careers and prepares them for a lifetime of meaning and contribution as leaders of distinction in commerce and public affairs.

The specific proposal incorporates two elements:

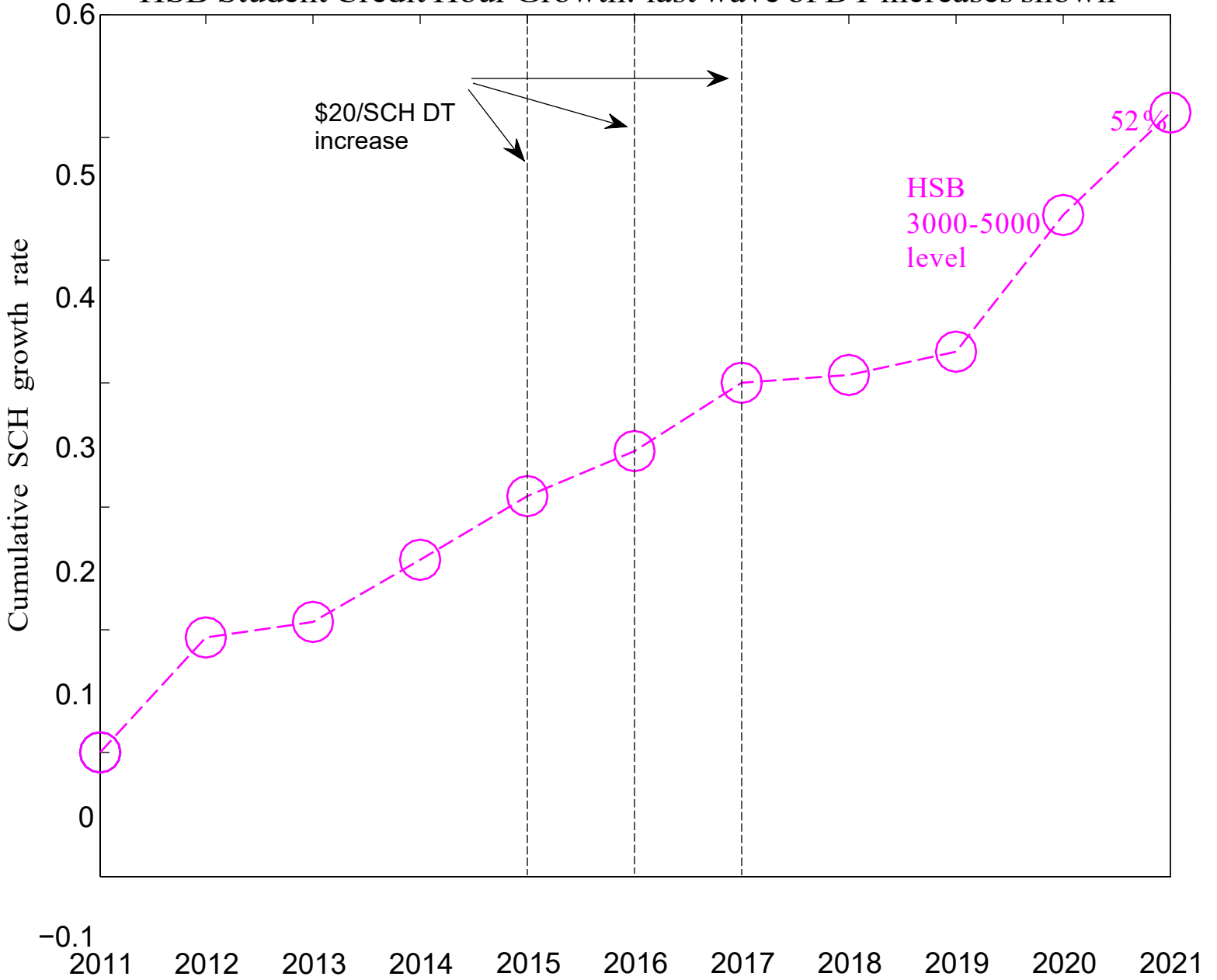
I. Three-Year Step Increase:

- 2022-23 Increase differential tuition for upper division undergraduate business courses by \$20 per credit hour.
- 2023-24 Increase differential tuition for upper division undergraduate business courses by \$20 per credit hour.
- 2024-25 Increase differential tuition for upper division undergraduate business courses by \$20 per credit hour.

II. Indexing:

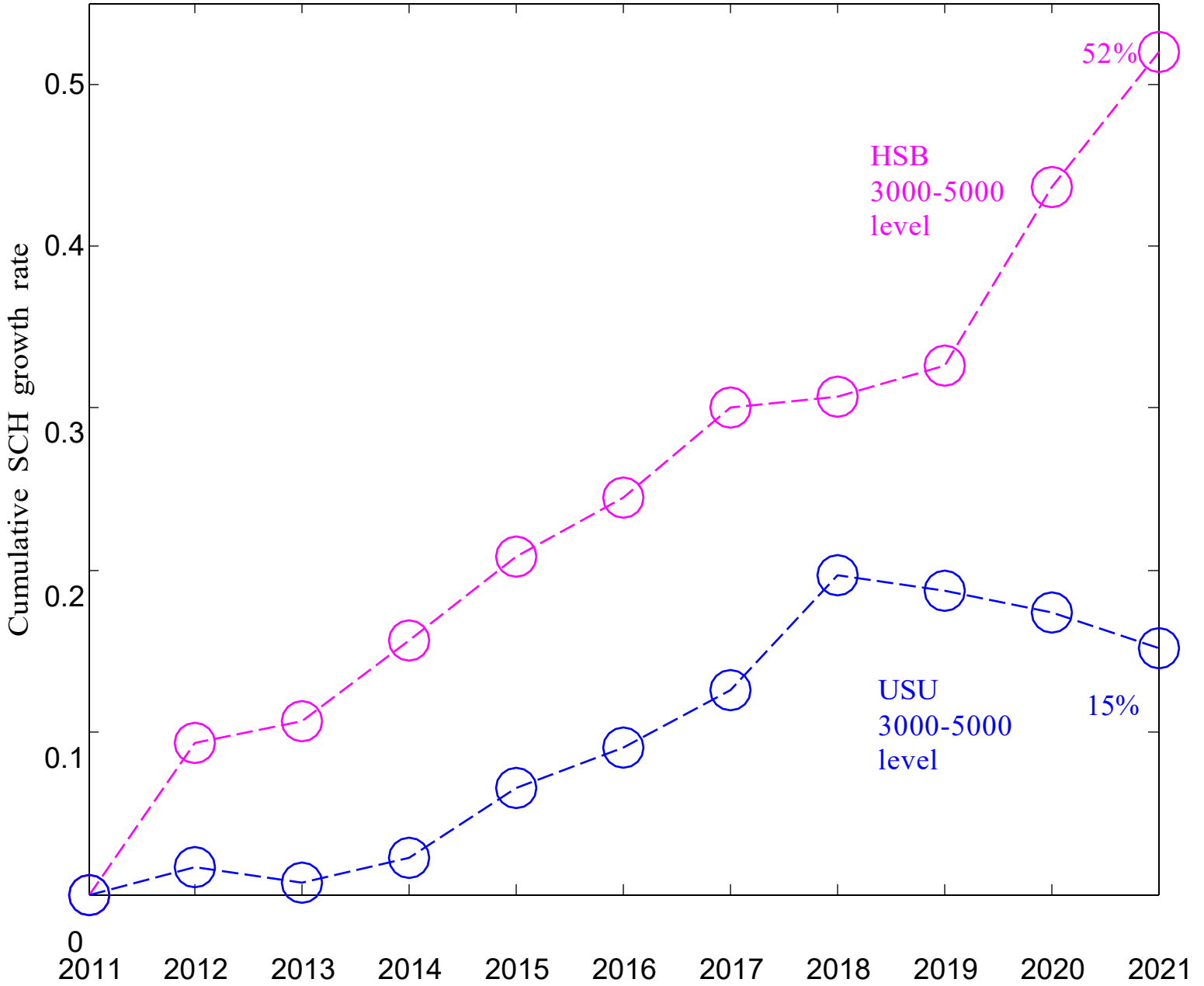
Index established differential rates to increase at the same rate as general tuition increase.

HSB Student Credit Hour Growth: last wave of DT increases shown



Note: SOURCE: ARGOS data warehouse, all campus sites except international sites. Undergraduate only.

HSB and USU Student Credit Hour Growth: Last Decade



Note: SOURCE: ARGOS data warehouse, all campus sites except international sites. Undergraduate only.

Utah System of Higher Education

FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution: Weber State University

Fiscal Year: 2022-23

Prepared by: Ken Johnson

Due date:

Submission Date:

Program: Physician Assistant (PA)

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:

Physician assistant (PA) programs are some of the most sought after in the United States. Weber State University alone has more than 400 students in a pre-PA advising program and similar programs in the Intermountain West report hundreds, if not thousands of applicants for a very limited number of slots. Weber State anticipates that it would have no trouble filling the 20-person cohorts annually with only Weber State students. That said, the program will likely admit a diverse population of students annually.

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

Students who are interested in a PA program expect that it will cost more than other graduate degrees, but less than medical school. With those expectations coming into the WSU PA program, the only students who may leave the program early will be those who do not maintain the minimum GPA for the program or those who leave for a health or similar reason. Retention will be strong. The cost of the WSU program will be very competitive with others in the region and the country.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

Tuition Differential for the WSU PA program beginning January 2023, will be \$619 per credit hour or \$75,000 Total Tuition for a resident student over the course of six semesters. That rate is actually less than all others in Utah and very competitive with those in the region. Utah Valley University lists their PA tuition and fees at \$79,520. The University of Utah program is listed at \$78,121. Rocky Mountain University of Health Professions has a tuition and fee rate at \$115,938.

4.2.4. Potential Earnings Capacity of Program Graduates:

The Bureau of Labor Statistics reports the 2020 median annual wage for PAs was \$115,390. The lowest 10% earned \$76,700 and the highest 10% earned more than \$162,470. The BLS reports around 12,200 openings for PAs are projected each year and employment of PAs is projected to grow 31 percent from 2020 to 2030.

4.2.5. Societal Importance of the Program:

Physician assistants practice medicine on teams of physicians, surgeons, and other healthcare workers. They can be found in rural areas running an outpatient clinic or in a downtown clinic for individuals with little or no healthcare insurance. They often diagnose and treat patients in a busy clinic allowing for more access and shorter wait times for appointments. They provide vital support in surgery and to hospital inpatients.

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

The WSU PA program expects to enroll 20 students at the beginning of each calendar year, with 40 students total beginning the 2nd year. Students will complete six semesters or two full years of school. The first year will be devoted to a didactic education with 26 courses and at total of 53 credit hours that year. During the 2nd year, students will be practicing their skills and improving their competencies at clinical sites, where they will complete 39 hours. They will register the 2nd year for 6 courses.

Estimated Revenue and Uses (including program and institution):

By year two, with 40 students enrolled, the proposed PA budget will generate approximately \$1,500,000 in tuition revenue per year. Faculty and staff salaries and benefits are estimated to be around \$1,030,000 annually. Adjunct faculty for the program are estimated to cost \$50,000 annually. Fees to WSU for student expenses (e.g. library, gym, etc.) are expected to be \$54,000 and other program expenses such as professional development, market, supplies, equipment replacement, travel and similar is budgeted at \$200,000.

Utah System of Higher Education

FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution: Utah Valley University

Fiscal Year: 2022-23

Prepared by: Scott Wood

Due date: March 10, 2022

Submission Date: 3/10/2022

Program: UVU Online Undergraduate Tuition

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:

In FY21 UVU had 47 FTE students that would be categorized as non-resident, living out-of-state, and taking on-line only courses. As the demand for more online courses has increased in recent years, the market for online students has also grown. UVU Online is projecting to double this enrollment next year with total enrollment of 93.6 FTE.

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

The proposed tuition rate will be communicated to current and prospective students. The proposed rate for non-resident students will be significantly lower than the current non-resident graduate tuition rates and thus, no negative impact on student access is anticipated. Lower cost to completion for online graduate programs will incentivise students to stay and complete their degree improving both retention and completion rates.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

Weber State University offers a tuition rate of \$278/credit hour for Non-Utah residents living outside of Utah taking online only courses. Utah State University offers a tuition rate of \$369/credit hour for Non-Utah residents outside of Utah taking online only courses. The proposed credit hour rate for 2022-23 at UVU is \$260/credit hour.

4.2.4. Potential Earnings Capacity of Program Graduates:

The new UVU Online rate is applicable across multiple programs and disciplines so the earning capacity of graduates is determinate on the degree earned.

4.2.5. Societal Importance of the Program:

UVU seeks to increase access to education and flexibility for students to complete their degree while balancing competing demands for their time. By expanding online program access to out of state students, UVU can achieve greater economies of scale and provide additional revenue to support academic programs.

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

In the 2021 Academic Year, there were 971 unique online courses taught across all colleges/schools at UVU.

Estimated Revenue and Uses (including program and institution):

With a \$260/credit hour tuition rate, UVU anticipates an estimated \$350,000 in revenue. This funding will be used to compensate faculty to teach these online courses.

Utah System of Higher Education

FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution: Utah Valley University

Fiscal Year: 2022-23

Prepared by: Scott Wood

Due date: March 10, 2022

Submission Date: 3/10/2022

Program: All online-only graduate programs pay resident tuition rates

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:

In 2021-22 UVU proposed and received Board approval to charge resident tuition rates to non-resident students enrolled in online-online graduate programs (Master of Science in Nursing and Master of Public Services). This request is for approval to charge the resident tuition rate for future online-only graduate programs.

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

The proposed tuition rate will be communicated to current and prospective students. The proposed rate for non-resident students will be significantly lower than the current non-resident graduate tuition rates and thus, no negative impact on student access is anticipated. Lower cost to completion for online graduate programs will incentivise students to stay and complete their degree improving both retention and completion rates.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

UVU currently offers non-resident graduate students, when enrolled in online-only graduate programs (Master of Science in Nursing and Master of Public Services), tuition at the resident graduate rate.

4.2.4. Potential Earnings Capacity of Program Graduates:

The proposal for resident tuition for online-only graduate programs is applicable across multiple programs and disciplines so the earning capacity of graduates is determinate on the degree earned.

4.2.5. Societal Importance of the Program:

Gives graduate students in online only courses access to resident tuition rates regardless of their residency status.

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

Estimated Revenue and Uses (including program and institution):