

AGENDA

MEETING OF THE UTAH STATE BOARD OF REGENTS

October 31, 2003

**Utah State Board of Regents
Office of the Commissioner
of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284**

AGENDA
STATE BOARD OF REGENTS MEETING
UTAH VALLEY STATE COLLEGE, OREM, UTAH
STUDENT CENTER
October 31, 2003

7:30 a.m. - BREAKFAST MEETING – STATE BOARD OF REGENTS, UTAH VALLEY
9:00 a.m. STATE COLLEGE BOARD OF TRUSTEES, PRESIDENT SEDERBURG
AND COMMISSIONER FOXLEY
Room 213-C

9:00 a.m. - COMMITTEE OF THE WHOLE
11:00 a.m. Center Stage (formerly Ballroom)

- | | |
|---|-------|
| 1. Major National Issues in Higher Education – Presentation by American Council on Education
Vice President Terry Hartle | Tab A |
| 2. Proposed 2004-2005 Budget Request | Tab B |
| 3. Proposed 2004-2005 Tuition Increases | Tab C |

11:00 a.m. - MEETINGS OF BOARD COMMITTEES
12:30 p.m.

Academic, Applied Technology, and Student Success Committee
Room 206-A

ACTION:

- | | |
|---|-------|
| 1. Bachelor of Science in Nursing (BSN) Degrees | Tab D |
| 2. Moratorium on New Programs and Programs in Planning Stages | Tab E |

CONSENT:

- | | |
|---|-------|
| 3. Consent Calendar, Academic, Applied Technology and Student Success Committee
Utah College of Applied Technology – Fast Track Approval for PC Technician Certificate | Tab F |
| 4. Dixie State College – Elementary Education Report | Tab G |

DISCUSSION:

- | | |
|---|-------|
| 5. Response to State Board of Education's Performance Plus Program – "A Working paper on the
Competent Learner: Transitioning from High School to College" | Tab H |
|---|-------|

Finance, Facilities and Accountability Committee
Room 206-C

ACTION:

- | | |
|---|-------|
| 1. USHE – Proposed Revisions to Policy R548, <i>Institutional Discretionary Funds</i> | Tab I |
| 2. University of Utah – University Hospital Requests to Increase Long-term Debt | Tab J |

- | | |
|---|-------|
| 3. Utah State University – Revenue Bond for Residence Halls, Parking, and Food Services | Tab K |
| 4. Southern Utah University – Sale of Donated Property | Tab L |
| 5. Utah Valley State College – Campus Master Plan | Tab M |

CONSENT:

- | | |
|---|-------|
| 6. Consent Calendar, Finance, Facilities and Accountability Committee | Tab N |
| A. USHE – Proposed Elimination of Policy R562, <i>Reporting of Summer School Revenue and Expenses</i> | |
| B. USHE – Monthly Investment Report | |
| C. UofU and USU – Capital Facilities Delegation Reports | |
| D. Utah State University – Property Sale | |
| E. Southern Utah University – Property Transaction | |
| F. Snow College – Property Exchange with Sevier School District | |

INFORMATION:

- | | |
|---|-------|
| 7. USHE – Progress Report, Administrative Efficiencies – Collaboration Opportunities Among Institutions | Tab O |
| 8. USHE – State Building Board's Capital Development Recommendations | Tab P |
| 9. USHE – Fall 2003-2004 Enrollment Report | Tab Q |
| 10. Utah Valley State College – Update on Baseball Field Plans | Tab R |

12:30 p.m. -	REGULAR BUSINESS MEETING OF THE BOARD
2:00 p.m.	(Including working luncheon)
	Center Stage

- | | |
|---|-------|
| 1. UCAT Annual Report | Tab S |
| 2. Reports of Board Committees | |
| Academic, Applied Technology & Student Success (Tabs D - H) | |
| Finance, Facilities, and Accountability (Tabs I - R) | |
| 3. General Consent Calendar | Tab T |
| A. Minutes | |
| B. Grants | |
| C. Proposed Policy Revisions | |
| D. Executive Session(s) | |
| 4. Report of the Chair | |
| 5. Report of the Commissioner | |

2:00 p.m. -	EXECUTIVE SESSION MEETING – STATE BOARD OF REGENTS
3:00 p.m.	Room 213-C

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

October 22, 2003

MEMORANDUM

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Major National Issues in Higher Education – ACE Presentation

We are fortunate to have a national leader in higher education arrange his schedule to be with us at the October 31, 2003 Board of Regents meeting. Vice President Terry Hartle of the American Council on Education (ACE) will give us a national perspective on the major issues and challenges facing higher education and an update on the current status of the Higher Education Reauthorization Act.

President Kermit Hall, who serves on the ACE Board of Directors, suggested several months ago that we invite Dr. David Ward, ACE President, and Dr. Hartle to one of our Board meetings, and we have been looking for a time that fits both their schedules and the Regents' agenda. Unfortunately, they cannot both be away from Washington, D.C. at this crucial time as the Higher Education Reauthorization Act is being considered by Congress, so Dr. Ward will not be joining us.

Following Dr. Hartle's presentation, our discussion will focus on what we in the Utah System of Higher Education can learn from the experiences of other states, pending federal legislation, etc.

Cecelia H. Foxley, Commissioner

MEMORANDUM

October 22, 2003

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Proposed 2004-05 Budget Request

Issue

A major topic of discussion for the October 31 meeting will be Regent consideration of and action on the USHE 2004-05 Operating Budget Request. Given the presentations by institutions at the September 11 meeting outlining their budget needs, and in response to legislative intent language which requires all state agencies and institutions to submit a one-page list of issues driving the budget needs for 2004-05, staff members have outlined the attached summary of priorities.

Given the continued uncertainty of the state's fiscal climate and potential limited availability of new funds, the 2004-05 request will focus clearly on the system's highest priorities, including compensation, enrollment funding, and facilities operations and maintenance. Because final numbers and other information are presently being assembled and verified, it is necessary to hand-carry the Commissioner's recommendation to the Regents' meeting.

Cecelia H. Foxley, Commissioner

CHF/MHS/BLM

Utah System of Higher Education

October 22, 2003

Driving Needs/Priorities of the 2004-05 Operating Budget Request*Response to Legislative Intent Language (HB 1, Item 4)***#1. USHE Priority: Salary and Compensation**

- **Salary competitiveness** has diminished after two years without state-funded increases.
- Faculty and staff continue to fall **farther behind market benchmarks**.
- **Decreased take-home pay** has resulted from increased employee health insurance cost-sharing.
- Despite Regent and institutional progress in efforts to better manage health benefits, **health benefit cost increases** continue to outpace the capacity of institutional resources.

#2. USHE Priority: Enrollment Funding and Access

- **Access and quality are threatened** by partial to no funding for enrollment growth for three consecutive years.
- While student headcount enrollment increased 1.2% in Fall 2003, FTE students increased only 0.6%, partially due to the inability of campuses to expand courses and sections, causing **de facto enrollment caps**.
- From 1998-99 to 2003-04, **state funding declined \$930** or 16.6% per FTE student adjusted for inflation.
- Approximately **10,500 FTE students are unfunded**, having received no state enrollment funding (10% of all FTE students).
- UCAT lacks **funding for 869,354 membership hours** (21.3% of all membership hours).
- The number of courses taught by **adjunct/part-time faculty** continues to climb.
- Inadequate enrollment funding forces **higher tuition increases**, excluding those unable to pay.

#3. USHE Priority: Facilities Operation and Maintenance

- **State support is needed to operate and maintain facilities** constructed to accommodate growing demand and replace space with life-safety concerns.
- **Fuel and Power rate increases** have not received permanent base funding for three years, requiring annual one-time reallocations that could have enhanced instructional programs.
- Due to limited training facilities in some regions, UCAT requires **permanent lease funding** to free up resources originally designated to support instructional offerings.

#4. Factors Driving Additional Needs

- To bolster Utah's economy and provide for the care of Utah residents, expanded capacity is needed for critical programs in **engineering and nursing**.
- Annual cost increases in core support functions, such as **library materials and IT software and hardware**, drain resources or limit services for front-line instructional programs.
- As tuition increases outpace increases in **need-based student financial aid**, lower income and non-traditional students face financial challenges which impede their enrollment and completion.
- With the number of **New Century Scholarship** students continuing to double every year, insufficient funding threatens to limit the scholarships.
- **Base adjustments** are needed for Americans with Disabilities Act accommodations; the federal SEVIS mandate; and water, sewer, garbage, postage, and internal service fund rate increases.
- **Additional institutional needs** to address critical campus programs abound, ranging from student employment to cooperative extension.

MEMORANDUM

October 22, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Proposed 2004-05 Tuition Increases

Issue

During the October 31st meeting, Regents will be asked to consider and take action on a first-tier tuition rate increase for all USHE institutions for the 2004-05 academic year. In conjunction with the approval of the 2004-05 USHE Operating Budget Request, the Regents have the responsibility, per Utah Code 53B-7-101, to determine the "minimum tuitions ... necessary to implement the budget recommendations." The process for considering second-tier increases for individual institutional needs will proceed during the upcoming months.

Background

The 2004-05 year marks the fourth year Regents have utilized a two-tier process for setting tuition. This process creates a first-tier tuition increase that is the same percentage for all institutions. It is utilized as a dedicated credit for the plan of financing in the appropriations act for the state appropriated budget. The last two years, Regents have specified that a portion of the first-tier increase (revenue from 0.5 percent of the increase) be set aside by institutions for need-based student financial aid. The second-tier increase is dedicated to specific needs at each institution. Regents have also adopted the policy position of adjusting graduate tuition on a program-by-program basis. Such differential graduate tuition increases have been made to improve the quality of select graduate programs at the research and regional universities.

The appropriate level for the first-tier tuition increase is derived from a number of factors. Regent Policy R510, *Tuition and Fees*, establishes benchmark criteria to assist in the determination of tuition increases, including the following: (1) availability of tax revenues to fund mandated costs and essential quality issues; (2) the legislatively determined compensation package, of which tuition must pay its proportionate share (historically about 25 percent, but now approaching 35 percent); (3) student input on the amount and uses of tuition revenue; (4) impact of tuition increases on students with a financial need and the availability of need-based aid for such students; (5) regional and national trends; (6) the relationship of USHE tuition rates with similar institutions in the Western region; and (7) the availability of family resources to support multiple students in the higher education system.

Attachment 1 outlines several measures of these inflation and tuition benchmarks which are summarized below:

State Board of Regents
October 22, 2003
Page 2

- **Consumer Price Index** – The academic year increase from July 2002 to July 2003 is **2.1 percent**, and the increase for the most recent 12 months (September 2001 to September 2002) is **2.3 percent** (Table 1).
- **Higher Education Price Index** – The academic year increase from July 2002 to July 2003 is **2.5 percent** (Table 2).
- **WICHE states' tuition increases** – According to the most recent WICHE report for the 2002-03 academic year, resident undergraduate tuition and fees increased **5.3 percent** at public four-year institutions and **7.8 percent** at public two-year institutions. Information on 2003-04 increases has not yet been released by WICHE. The College Board's *Trends in College Pricing 2003-04* reports that tuition and fees in the West region increased **23.3 percent** at public four-year institutions and **4.1 percent** at public two-year institutions (Table 3).
- **National tuition increases** – Nationally, undergraduate resident tuition for the 2003-04 academic year increased **14.1 percent** at public four-year institutions and **13.8 percent** at public two-year institutions (Table 4).

Additional facts about tuition are also available in Attachment 1. Table 5 shows historical USHE tuition increases, which averaged 11.1 percent for resident students in 2003-04. The additional revenue from a one percent tuition increase for each institution, approximately \$2.5 million for the system, is detailed in Table 6. Table 7 illustrates the impact of tuition increases on current full-time student tuition rates. A 1% increase in undergraduate tuition would average \$20 per full-time student across USHE institutions.

Tables 8 through 11 compare 2002-03 USHE tuition and fee rates with other similar public institutions in the 15 WICHE states and eight Rocky Mountain states. More recent information on comparisons and tuition trends will be hand-carried to the Regents if received prior to the meeting.

Attachment 2 contains a figure that illustrates Utah's position as a "low-tuition, low-aid" state compared to other states across the nation. By plotting tuition levels on one axis and available state-funded financial aid on the other, this plot shows the array of low-tuition, low-aid states from Utah in the lower left to high-tuition, high-aid states like New Jersey in the upper right.

With limited prospects of significant state revenue increases for USHE institutions in 2004-05, Regent action on tuition will be important in maintaining institutional operating budgets. These increases, however, will impact students during difficult economic times. In addition, a tuition conundrum exists every year with the Legislature. Although Regents, system, and institution officials would prefer to know final legislative funding levels before tuition is set, some Legislators express a desire to be aware of all tuition increases before finalizing the state funding package.

Given this environment, Regents will be asked to approve a first-tier tuition increase on October 31st. Revenue from this increase will be included with the plan of financing in the Board of Regents 2004-05

State Board of Regents
October 22, 2003
Page 3

Operating Budget Request. The Commissioner's Recommendation for a first-tier increase will be hand carried to the meeting on October 31st.

Cecelia H. Foxley, Commissioner

CHF/MHS/BLM

USHE 2004-05 Tuition Increase

Benchmark Inflation and Tuition Increase Information

October 22, 2003

Table 1. General Inflation Indicator

Consumer Price Index, July 1993 to September 2003

	7/93 to 7/94	7/94 to 7/95	7/95 to 7/96	7/96 to 7/97	7/97 to 7/98	7/98 to 7/99	7/99 to 7/00	7/00 to 7/01	7/01 to 7/02	7/02 to 7/03	9/02 to 9/03
Academic Year Increase	2.8%	2.8%	3.0%	2.2%	1.7%	2.1%	3.7%	2.7%	1.5%	2.1%	
Most Recent 12-months (September to September)											2.3%

Source: Bureau of Labor Statistics. Consumer Price Index--Urban (Not Seasonally Adjusted) July to July. October 2003 (www.bls.gov).

Table 2. Higher Education Inflation Indicator

Higher Education Price Index, July 1993 to July 2003

	7/93 to 7/94	7/94 to 7/95	7/95 to 7/96	7/96 to 7/97	7/97 to 7/98	7/98 to 7/99	7/99 to 7/00	7/00 to 7/01	7/01 to 7/02	7/02 to 7/03
Academic Year Increase	3.4%	2.9%	2.9%	3.1%	3.5%	2.4%	4.1%	4.9%	4.8%	2.5%

Source: Research Associates of Washington. College and University Higher Education Price Index. 2003 Update.

Table 3. Regional Tuition Indicator

WICHE Region Tuition & Fee Increases at Public Institutions, 1993-94 to 2003-04

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Public Four-year Institutions											
Resident Undergrad.	9.3%	9.5%	3.8%	3.8%	4.2%	2.1%	2.0%	2.4%	5.2%	5.3%	23.3%
Resident Graduate	11.2%	10.7%	6.3%	3.7%	4.4%	3.6%	1.4%	3.7%	5.2%	5.3%	n/a
Nonresident Undergrad.	6.7%	7.6%	4.6%	5.2%	4.2%	3.0%	2.8%	2.8%	4.5%	8.9%	n/a
Nonresident Graduate	6.6%	7.6%	5.9%	4.6%	3.4%	3.2%	2.9%	3.5%	4.5%	7.6%	n/a
Public Two-year Institutions											
Resident	8.5%	7.4%	4.7%	5.7%	5.1%	4.0%	5.2%	4.7%	5.0%	7.8%	4.1%
Nonresident	7.9%	8.0%	4.2%	5.7%	4.1%	3.3%	3.2%	3.9%	3.2%	5.5%	n/a

1993-94 through 2002-03 Sources: WICHE. Tuition and Fees in Public Higher Education in the West 2002-2003. 2003-04 Report forthcoming November 2003.

2003-04 Sources: The College Board. Trends in College Pricing 2003-04.

Table 4. National Tuition Indicator

National Average Tuition Increases at Public Institutions, 1999-2000 to 2002-2003

	1999-00	2000-01	2001-02	2002-03	2003-04
Research Universities					
Resident Undergrad.	3.5%	5.0%	6.5%	9.8%	14.1%
Resident Graduate	4.0%	5.1%	6.2%	8.6%	n/a
Nonresident Undergrad.	4.5%	4.6%	6.1%	9.1%	n/a
Nonresident Graduate	4.8%	5.0%	6.1%	8.0%	n/a
Comprehensive Institutions					
Resident Undergrad.	3.6%	4.7%	7.0%	10.0%	14.1%
Resident Graduate	4.1%	5.2%	7.2%	9.2%	n/a
Nonresident Undergrad.	3.8%	4.2%	6.7%	8.8%	n/a
Nonresident Graduate	4.5%	4.4%	6.7%	8.5%	n/a
Community Colleges					
Resident	2.9%	5.9%	5.0%	8.3%	13.8%
Nonresident	4.7%	2.4%	4.6%	6.7%	n/a

1999-00 through 2002-2003 Sources: Washington Higher Education Coordinating Board. Tuition and Fee Rates: A National Comparison. 2000, 2001, 2002, and 2003.

2003-04 Source: The College Board. Trends in College Pricing 2003-04.

USHE 2004-05 Tuition Increase

Benchmark Inflation and Tuition Increase Information

October 22, 2003

Table 5. Tuition Increase History

USHE Undergraduate Resident and Nonresident Tuition Increases, 1993-94 to 2003-2004

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02 ⁽²⁾	2002-03 ⁽²⁾	2003-04 ⁽²⁾
Resident Increases											
UU	7.0%	5.0%	6.0%	0.0%	3.8%	2.7%	3.0%	4.0%	6.8%	9.6%	11.5%
USU	7.0%	7.0%	6.0%	0.0%	3.8%	2.7%	3.0%	4.0%	9.0%	9.5%	9.5%
WSU	7.0%	7.0%	6.0%	0.0%	3.8%	2.7%	3.0%	4.0%	7.0%	9.0%	9.5%
SUU	7.0%	7.0%	6.0%	0.0%	3.8%	2.7%	3.0%	5.8%	7.5%	9.0%	23.5%
Snow	4.0%	5.8%	5.0%	0.0%	3.8%	2.7%	3.0%	4.0%	5.5%	9.5%	9.4%
Dixie	4.0%	4.0%	0.0%	0.0%	3.8%	2.7%	3.0%	4.0%	5.5%	5.0%	7.3%
CEU	4.0%	5.5%	5.0%	0.0%	3.8%	2.7%	3.0%	4.0%	5.5%	8.0%	8.5%
UVSC	4.0%	4.0%	3.0%	0.0%	3.8%	2.7%	3.0%	4.0%	12.5%	19.5%	12.5%
SLCC	4.0%	4.0%	3.0%	0.0%	3.8%	2.7%	3.0%	4.0%	5.5%	9.0%	8.5%
USHE Average ⁽¹⁾	5.3%	5.5%	4.4%	0.0%	3.8%	2.7%	3.0%	4.2%	7.2%	9.8%	11.1%
Nonresident Increases											
UU	11.4%	7.6%	6.1%	0.0%	3.8%	2.7%	3.0%	4.0%	6.8%	6.8%	11.5%
USU	12.7%	11.3%	-2.0%	5.6%	3.8%	2.7%	3.0%	4.0%	9.0%	9.0%	9.5%
WSU	13.1%	14.0%	0.0%	0.0%	3.2%	2.8%	3.0%	4.0%	7.0%	7.0%	9.5%
SUU	15.2%	20.1%	0.0%	0.0%	3.8%	2.7%	3.0%	5.8%	5.5%	5.5%	11.8%
Snow	20.6%	5.8%	0.0%	0.0%	3.8%	2.7%	3.1%	4.0%	5.5%	5.5%	4.5%
Dixie	11.1%	14.7%	1.3%	0.0%	3.8%	2.7%	3.0%	4.0%	5.5%	5.5%	7.5%
CEU	15.0%	14.0%	8.5%	0.0%	3.8%	2.8%	6.3%	4.0%	5.5%	5.5%	8.6%
UVSC	8.6%	10.7%	4.0%	0.0%	3.8%	2.7%	3.0%	4.0%	12.5%	12.5%	12.5%
SLCC	7.3%	6.8%	5.0%	0.0%	3.7%	2.7%	3.0%	4.0%	5.5%	5.5%	8.5%
USHE Average ⁽¹⁾	12.8%	11.7%	2.5%	0.6%	3.7%	2.7%	3.4%	4.2%	7.0%	7.0%	9.3%

(1) Simple Average.

(2) Percentage increases represent increases that apply to greatest number of students at the institution, and do not include differential increases for some students or programs.

Table 6. Tuition Increase Revenue Impact

Estimated Impact of 1% Tuition Increase on Tuition Revenue

	UU	USU	WSU	SUU	Snow	Dixie	CEU	UVSC	SLCC	USHE
Revenue w/ 1% Increase	\$877,100	\$441,900	\$313,600	\$119,800	\$44,000	\$69,700	\$27,000	\$372,500	\$277,500	\$2,543,100

Table 7. Tuition Increase Rate Impact

Impact of 1% Tuition Increase on Full-time Tuition Rates

	UU	USU	WSU	SUU	Snow	Dixie ⁽¹⁾	CEU	UVSC ⁽¹⁾	SLCC	USHE ⁽²⁾
Resident Undergraduate										
2003-04 Full-time Rate	\$3,058	\$2,545	\$2,130	\$2,332	\$1,370	\$1,416	\$1,406	\$2,072	\$1,697	\$2,003
1% Increase	\$31	\$25	\$21	\$23	\$14	\$14	\$14	\$21	\$17	\$20
Resident Graduate ^{(3), (4)}										
2003-04 Full-time Rate	\$2,484	\$2,449	\$2,204	\$2,962						\$2,525
1% Increase	\$25	\$24	\$22	\$30						\$25
Nonresident Undergraduate										
2003-04 Full-time Rate	\$10,704	\$8,420	\$7,456	\$7,696	\$6,072	\$6,192	\$5,894	\$7,252	\$5,939	\$7,292
1% Increase	\$107	\$84	\$75	\$77	\$61	\$62	\$59	\$73	\$59	\$73
Nonresident Graduate ^{(3), (4)}										
2003-04 Full-time Rate	\$8,768	\$8,573	\$7,716	\$9,774						\$8,708
1% Increase	\$88	\$86	\$77	\$98						\$87

(1) Lower division rates only listed for Dixie and UVSC.

(2) Simple Average.

(3) General graduate tuition rates only, differential graduate tuition rates not included.

(4) Graduate tuitions may be less than undergraduate because a full-time load for a graduate student (10 credits) is less than an undergraduate (15 credits).

WICHE and Rocky Mountain State Public Tuition and Fees Comparisons for 2002-2003

October 22, 2003

Table 8. Resident Undergraduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	WICHE State Comparisons ⁽¹⁾							Rocky Mountain State Comparisons ⁽²⁾						
		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.
UofU	Doct/Research	24 of 40	\$3,325	\$4,566	\$1,870	\$3,449	73%	96%	10 of 19	\$3,325	\$4,033	\$2,490	\$3,068	82%	108%
USU	Doct/Research	34 of 40	\$2,899	\$4,566	\$1,870	\$3,449	63%	84%	16 of 19	\$2,899	\$4,033	\$2,490	\$3,068	72%	94%
WSU	Mstr & Bacc.	27 of 55	\$2,427	\$4,042	\$1,744	\$2,596	60%	93%	10 of 16	\$2,427	\$3,547	\$2,184	\$2,641	68%	92%
SUU	Mstr & Bacc.	31 of 55	\$2,359	\$4,042	\$1,744	\$2,596	58%	91%	13 of 16	\$2,359	\$3,548	\$2,184	\$2,641	66%	89%
Snow	Two-Year	80 of 236	\$1,523	\$2,610	\$330	\$1,029	58%	148%	28 of 69	\$1,523	\$2,078	\$352	\$1,312	73%	116%
Dixie ⁽⁵⁾	Two-Year	74 of 236	\$1,612	\$2,610	\$330	\$1,029	62%	157%	22 of 69	\$1,612	\$2,078	\$352	\$1,312	78%	123%
CEU	Two-Year	73 of 236	\$1,630	\$2,610	\$330	\$1,029	62%	158%	21 of 69	\$1,630	\$2,078	\$352	\$1,312	78%	124%
UVSC ⁽⁶⁾	Bacc.	14 of 15	\$2,196	\$4,042	\$2,050	\$2,930	54%	75%	7 of 7	\$2,196	\$3,031	\$2,196	\$2,599	72%	84%
SLCC	Two-Year	55 of 236	\$1,890	\$2,610	\$330	\$1,029	72%	184%	4 of 69	\$1,890	\$2,078	\$352	\$1,312	91%	144%

Table 9. Resident (General) Graduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	WICHE State Comparisons ⁽¹⁾							Rocky Mountain State Comparisons ⁽²⁾						
		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.
UofU	Doct/Research	33 of 40	\$3,085	\$7,854	\$1,776	\$4,248	39%	73%	13 of 19	\$3,085	\$4,538	\$1,776	\$3,311	68%	93%
USU	Doct/Research	32 of 40	\$3,195	\$7,854	\$1,776	\$4,248	41%	75%	12 of 19	\$3,195	\$4,538	\$1,776	\$3,311	70%	96%
WSU	Mstr & Bacc.	21 of 45	\$2,651	\$6,507	\$1,822	\$3,155	41%	84%	6 of 10	\$2,651	\$4,448	\$2,328	\$3,008	60%	88%
SUU	Mstr & Bacc.	23 of 45	\$2,496	\$6,507	\$1,822	\$3,155	38%	79%	8 of 10	\$2,496	\$4,448	\$2,328	\$3,008	56%	83%

Source: WICHE. Tuition and Fees in Public Higher Education in the West 2002-2003. November 2002 (forthcoming).

Notes:

(1) WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, and South Dakota.

(2) Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, and Montana.

(3) USHE institutions are ranked within the comparison group, with a ranking of "1" being the highest tuition and fee level.

(4) Simple average.

(5) Lower division rate only listed for Dixie. Dixie's upper division equals SUU.

(6) Lower division rate only listed for UVSC. UVSC's upper division equals WSU. UVSC is in the second-year of a phase-in to move to WSU's lower division rate. For the first time, in 2002-2003 UVSC is compared to other Baccalaureate institutions.

WICHE and Rocky Mountain State Public Tuition and Fees Comparisons for 2002-2003

October 22, 2003

Table 10. Nonresident Undergraduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	WICHE State Comparisons ⁽¹⁾							Rocky Mountain State Comparisons ⁽²⁾						
		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.
UofU	Doct/Research	29 of 40	\$10,182	\$18,637	\$8,082	\$12,248	55%	83%	14 of 19	\$10,182	\$18,637	\$8,199	\$11,059	55%	92%
USU	Doct/Research	38 of 40	\$8,199	\$18,637	\$8,082	\$12,248	44%	67%	19 of 19	\$8,199	\$18,637	\$8,199	\$11,059	44%	74%
WSU	Mstr & Bacc.	48 of 55	\$7,295	\$13,611	\$3,678	\$9,484	54%	77%	15 of 16	\$7,295	\$13,611	\$6,802	\$9,089	54%	80%
SUU	Mstr & Bacc.	47 of 55	\$7,344	\$13,611	\$3,678	\$9,484	54%	77%	14 of 16	\$7,344	\$13,611	\$6,802	\$9,089	54%	81%
Snow	Two-Year	78 of 236	\$5,742	\$8,055	\$500	\$5,092	71%	113%	33 of 69	\$5,742	\$7,761	\$500	\$4,892	74%	117%
Dixie ⁽⁵⁾	Two-Year	60 of 236	\$6,038	\$8,055	\$500	\$5,092	75%	119%	24 of 69	\$6,038	\$7,761	\$500	\$4,892	78%	123%
CEU	Two-Year	76 of 236	\$5,762	\$8,055	\$500	\$5,092	72%	113%	32 of 69	\$5,762	\$7,761	\$500	\$4,892	74%	118%
UVSC ⁽⁶⁾	Bacc.	14 of 15	\$6,802	\$12,264	\$6,475	\$8,438	55%	81%	7 of 7	\$6,802	\$10,330	\$6,802	\$8,821	66%	77%
SLCC	Two-Year	74 of 236	\$5,800	\$8,055	\$500	\$5,092	72%	114%	30 of 69	\$5,800	\$7,761	\$500	\$4,892	75%	119%

Table 11. Nonresident (General) Graduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	WICHE State Comparisons ⁽¹⁾							Rocky Mountain State Comparisons ⁽²⁾						
		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.
UofU	Rsrch & Doc.	32 of 40	\$9,570	\$18,637	\$8,484	\$12,453	51%	77%	14 of 19	\$9,570	\$18,637	\$9,273	\$11,416	51%	84%
USU	Rsrch & Doc.	30 of 40	\$9,909	\$18,637	\$8,484	\$12,453	53%	80%	16 of 19	\$9,909	\$18,637	\$9,273	\$11,416	53%	87%
WSU	Mstr & Bacc.	44 of 45	\$7,974	\$16,828	\$7,550	\$10,590	47%	75%	9 of 10	\$7,974	\$14,901	\$7,550	\$9,641	54%	83%
SUU	Mstr & Bacc.	43 of 45	\$8,036	\$16,828	\$7,550	\$10,590	48%	76%	8 of 10	\$8,036	\$14,901	\$7,550	\$9,641	54%	83%

Source: WICHE. Tuition and Fees in Public Higher Education in the West 2002-2003. November 2002 (forthcoming).

Notes:

(1) WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, and South Dakota.

(2) Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, and Montana.

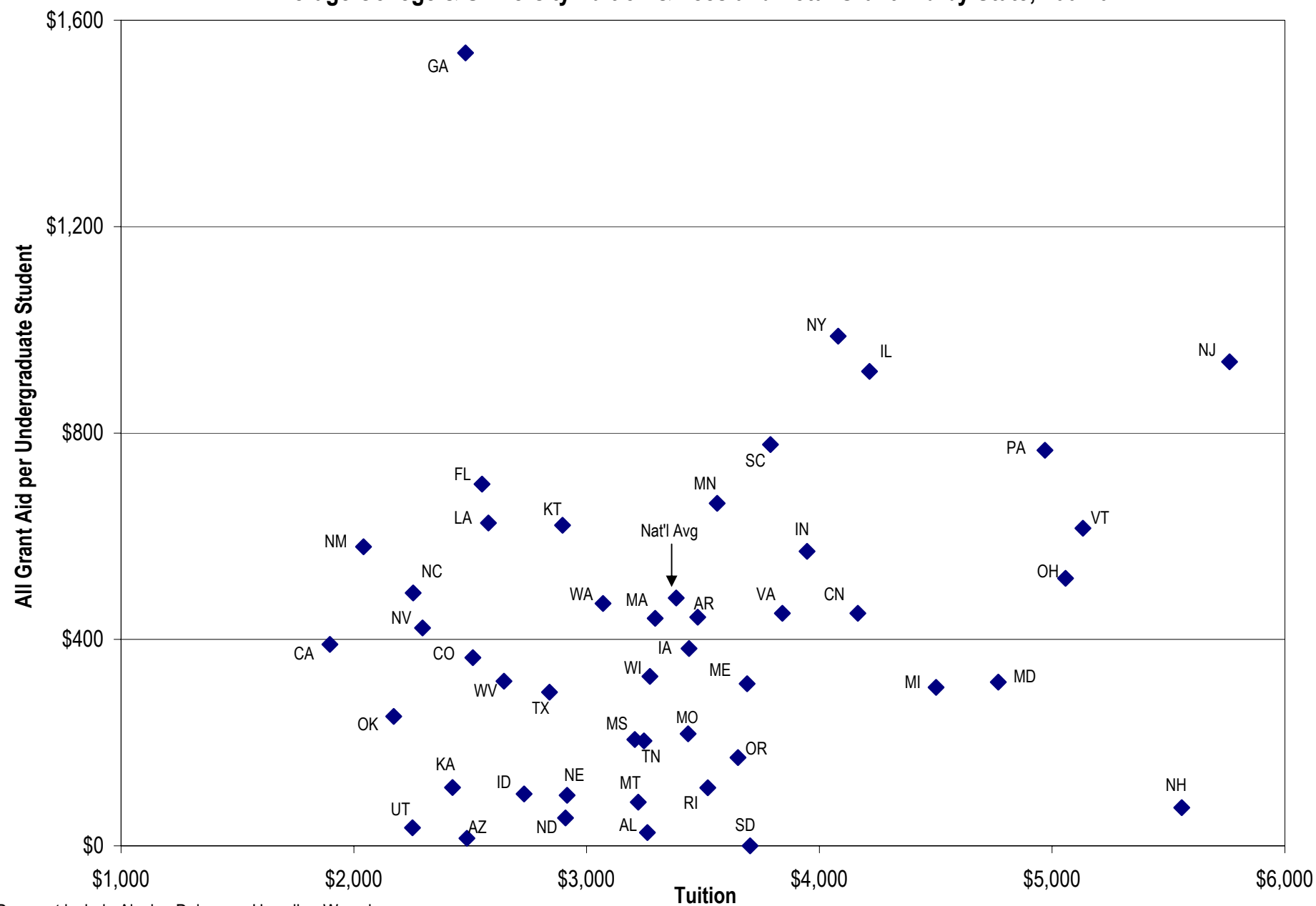
(3) USHE institutions are ranked within the comparison group, with a ranking of "1" being the highest tuition and fee level.

(4) Simple average.

(2) Percentage increases represent increases that apply to greatest number of students at the institution, and do not include differential increases for some students or programs.

(6) Lower division rate only listed for UVSC. UVSC's upper division equals WSU. UVSC is in the second-year of a phase-in to move to WSU's lower division rate. For the first time, in 2002-2003 UVSC is compared to other Baccalaureate institutions.

Average College & University Tuition & Fees and Total Grant Aid by State, 2001-02



Does not include Alaska, Delaware, Hawaii or Wyoming.

Sources: NASSGAP 2001-02 Annual Survey; Washington Higher Education Coordinating Board 2001-02 National Tuition and Fees Comparison

MEMORANDUM

October 22, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Proposed 2004-05 Tuition Increases

Issue

During the October 31st meeting, Regents will be asked to consider and take action on a first-tier tuition rate increase for all USHE institutions for the 2004-05 academic year. In conjunction with the approval of the 2004-05 USHE Operating Budget Request, the Regents have the responsibility, per Utah Code 53B-7-101, to determine the "minimum tuitions ... necessary to implement the budget recommendations." The process for considering second-tier increases for individual institutional needs will proceed during the upcoming months.

Background

The 2004-05 year marks the fourth year Regents have utilized a two-tier process for setting tuition. This process creates a first-tier tuition increase that is the same percentage for all institutions. It is utilized as a dedicated credit for the plan of financing in the appropriations act for the state appropriated budget. The last two years, Regents have specified that a portion of the first-tier increase (revenue from 0.5 percent of the increase) be set aside by institutions for need-based student financial aid. The second-tier increase is dedicated to specific needs at each institution. Regents have also adopted the policy position of adjusting graduate tuition on a program-by-program basis. Such differential graduate tuition increases have been made to improve the quality of select graduate programs at the research and regional universities.

The appropriate level for the first-tier tuition increase is derived from a number of factors. Regent Policy R510, *Tuition and Fees*, establishes benchmark criteria to assist in the determination of tuition increases, including the following: (1) availability of tax revenues to fund mandated costs and essential quality issues; (2) the legislatively determined compensation package, of which tuition must pay its proportionate share (historically about 25 percent, but now approaching 35 percent); (3) student input on the amount and uses of tuition revenue; (4) impact of tuition increases on students with a financial need and the availability of need-based aid for such students; (5) regional and national trends; (6) the relationship of USHE tuition rates with similar institutions in the Western region; and (7) the availability of family resources to support multiple students in the higher education system.

Attachment 1 outlines several measures of these inflation and tuition benchmarks which are summarized below:

State Board of Regents
October 22, 2003
Page 2

- **Consumer Price Index** – The academic year increase from July 2002 to July 2003 is **2.1 percent**, and the increase for the most recent 12 months (September 2001 to September 2002) is **2.3 percent** (Table 1).
- **Higher Education Price Index** – The academic year increase from July 2002 to July 2003 is **2.5 percent** (Table 2).
- **WICHE states' tuition increases** – According to the most recent WICHE report for the 2002-03 academic year, resident undergraduate tuition and fees increased **5.3 percent** at public four-year institutions and **7.8 percent** at public two-year institutions. Information on 2003-04 increases has not yet been released by WICHE. The College Board's *Trends in College Pricing 2003-04* reports that tuition and fees in the West region increased **23.3 percent** at public four-year institutions and **4.1 percent** at public two-year institutions (Table 3).
- **National tuition increases** – Nationally, undergraduate resident tuition for the 2003-04 academic year increased **14.1 percent** at public four-year institutions and **13.8 percent** at public two-year institutions (Table 4).

Additional facts about tuition are also available in Attachment 1. Table 5 shows historical USHE tuition increases, which averaged 11.1 percent for resident students in 2003-04. The additional revenue from a one percent tuition increase for each institution, approximately \$2.5 million for the system, is detailed in Table 6. Table 7 illustrates the impact of tuition increases on current full-time student tuition rates. A 1% increase in undergraduate tuition would average \$20 per full-time student across USHE institutions.

Tables 8 through 11 compare 2002-03 USHE tuition and fee rates with other similar public institutions in the 15 WICHE states and eight Rocky Mountain states. More recent information on comparisons and tuition trends will be hand-carried to the Regents if received prior to the meeting.

Attachment 2 contains a figure that illustrates Utah's position as a "low-tuition, low-aid" state compared to other states across the nation. By plotting tuition levels on one axis and available state-funded financial aid on the other, this plot shows the array of low-tuition, low-aid states from Utah in the lower left to high-tuition, high-aid states like New Jersey in the upper right.

With limited prospects of significant state revenue increases for USHE institutions in 2004-05, Regent action on tuition will be important in maintaining institutional operating budgets. These increases, however, will impact students during difficult economic times. In addition, a tuition conundrum exists every year with the Legislature. Although Regents, system, and institution officials would prefer to know final legislative funding levels before tuition is set, some Legislators express a desire to be aware of all tuition increases before finalizing the state funding package.

Given this environment, Regents will be asked to approve a first-tier tuition increase on October 31st. Revenue from this increase will be included with the plan of financing in the Board of Regents 2004-05

State Board of Regents
October 22, 2003
Page 3

Operating Budget Request. The Commissioner's Recommendation for a first-tier increase will be hand carried to the meeting on October 31st.

Cecelia H. Foxley, Commissioner

CHF/MHS/BLM

USHE 2004-05 Tuition Increase

Benchmark Inflation and Tuition Increase Information

October 22, 2003

Table 1. General Inflation Indicator

Consumer Price Index, July 1993 to September 2003

	7/93 to 7/94	7/94 to 7/95	7/95 to 7/96	7/96 to 7/97	7/97 to 7/98	7/98 to 7/99	7/99 to 7/00	7/00 to 7/01	7/01 to 7/02	7/02 to 7/03	9/02 to 9/03
Academic Year Increase	2.8%	2.8%	3.0%	2.2%	1.7%	2.1%	3.7%	2.7%	1.5%	2.1%	
Most Recent 12-months (September to September)											2.3%

Source: Bureau of Labor Statistics. Consumer Price Index--Urban (Not Seasonally Adjusted) July to July. October 2003 (www.bls.gov).

Table 2. Higher Education Inflation Indicator

Higher Education Price Index, July 1993 to July 2003

	7/93 to 7/94	7/94 to 7/95	7/95 to 7/96	7/96 to 7/97	7/97 to 7/98	7/98 to 7/99	7/99 to 7/00	7/00 to 7/01	7/01 to 7/02	7/02 to 7/03
Academic Year Increase	3.4%	2.9%	2.9%	3.1%	3.5%	2.4%	4.1%	4.9%	4.8%	2.5%

Source: Research Associates of Washington. College and University Higher Education Price Index. 2003 Update.

Table 3. Regional Tuition Indicator

WICHE Region Tuition & Fee Increases at Public Institutions, 1993-94 to 2003-04

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Public Four-year Institutions											
Resident Undergrad.	9.3%	9.5%	3.8%	3.8%	4.2%	2.1%	2.0%	2.4%	5.2%	5.3%	23.3%
Resident Graduate	11.2%	10.7%	6.3%	3.7%	4.4%	3.6%	1.4%	3.7%	5.2%	5.3%	n/a
Nonresident Undergrad.	6.7%	7.6%	4.6%	5.2%	4.2%	3.0%	2.8%	2.8%	4.5%	8.9%	n/a
Nonresident Graduate	6.6%	7.6%	5.9%	4.6%	3.4%	3.2%	2.9%	3.5%	4.5%	7.6%	n/a
Public Two-year Institutions											
Resident	8.5%	7.4%	4.7%	5.7%	5.1%	4.0%	5.2%	4.7%	5.0%	7.8%	4.1%
Nonresident	7.9%	8.0%	4.2%	5.7%	4.1%	3.3%	3.2%	3.9%	3.2%	5.5%	n/a

1993-94 through 2002-03 Sources: WICHE. Tuition and Fees in Public Higher Education in the West 2002-2003. 2003-04 Report forthcoming November 2003.

2003-04 Sources: The College Board. Trends in College Pricing 2003-04.

Table 4. National Tuition Indicator

National Average Tuition Increases at Public Institutions, 1999-2000 to 2002-2003

	1999-00	2000-01	2001-02	2002-03	2003-04
Research Universities					
Resident Undergrad.	3.5%	5.0%	6.5%	9.8%	14.1%
Resident Graduate	4.0%	5.1%	6.2%	8.6%	n/a
Nonresident Undergrad.	4.5%	4.6%	6.1%	9.1%	n/a
Nonresident Graduate	4.8%	5.0%	6.1%	8.0%	n/a
Comprehensive Institutions					
Resident Undergrad.	3.6%	4.7%	7.0%	10.0%	14.1%
Resident Graduate	4.1%	5.2%	7.2%	9.2%	n/a
Nonresident Undergrad.	3.8%	4.2%	6.7%	8.8%	n/a
Nonresident Graduate	4.5%	4.4%	6.7%	8.5%	n/a
Community Colleges					
Resident	2.9%	5.9%	5.0%	8.3%	13.8%
Nonresident	4.7%	2.4%	4.6%	6.7%	n/a

1999-00 through 2002-2003 Sources: Washington Higher Education Coordinating Board. Tuition and Fee Rates: A National Comparison. 2000, 2001, 2002, and 2003.

2003-04 Source: The College Board. Trends in College Pricing 2003-04.

USHE 2004-05 Tuition Increase

Benchmark Inflation and Tuition Increase Information

October 22, 2003

Table 5. Tuition Increase History

USHE Undergraduate Resident and Nonresident Tuition Increases, 1993-94 to 2003-2004

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02 ⁽²⁾	2002-03 ⁽²⁾	2003-04 ⁽²⁾
Resident Increases											
UU	7.0%	5.0%	6.0%	0.0%	3.8%	2.7%	3.0%	4.0%	6.8%	9.6%	11.5%
USU	7.0%	7.0%	6.0%	0.0%	3.8%	2.7%	3.0%	4.0%	9.0%	9.5%	9.5%
WSU	7.0%	7.0%	6.0%	0.0%	3.8%	2.7%	3.0%	4.0%	7.0%	9.0%	9.5%
SUU	7.0%	7.0%	6.0%	0.0%	3.8%	2.7%	3.0%	5.8%	7.5%	9.0%	23.5%
Snow	4.0%	5.8%	5.0%	0.0%	3.8%	2.7%	3.0%	4.0%	5.5%	9.5%	9.4%
Dixie	4.0%	4.0%	0.0%	0.0%	3.8%	2.7%	3.0%	4.0%	5.5%	5.0%	7.3%
CEU	4.0%	5.5%	5.0%	0.0%	3.8%	2.7%	3.0%	4.0%	5.5%	8.0%	8.5%
UVSC	4.0%	4.0%	3.0%	0.0%	3.8%	2.7%	3.0%	4.0%	12.5%	19.5%	12.5%
SLCC	4.0%	4.0%	3.0%	0.0%	3.8%	2.7%	3.0%	4.0%	5.5%	9.0%	8.5%
USHE Average ⁽¹⁾	5.3%	5.5%	4.4%	0.0%	3.8%	2.7%	3.0%	4.2%	7.2%	9.8%	11.1%
Nonresident Increases											
UU	11.4%	7.6%	6.1%	0.0%	3.8%	2.7%	3.0%	4.0%	6.8%	6.8%	11.5%
USU	12.7%	11.3%	-2.0%	5.6%	3.8%	2.7%	3.0%	4.0%	9.0%	9.0%	9.5%
WSU	13.1%	14.0%	0.0%	0.0%	3.2%	2.8%	3.0%	4.0%	7.0%	7.0%	9.5%
SUU	15.2%	20.1%	0.0%	0.0%	3.8%	2.7%	3.0%	5.8%	5.5%	5.5%	11.8%
Snow	20.6%	5.8%	0.0%	0.0%	3.8%	2.7%	3.1%	4.0%	5.5%	5.5%	4.5%
Dixie	11.1%	14.7%	1.3%	0.0%	3.8%	2.7%	3.0%	4.0%	5.5%	5.5%	7.5%
CEU	15.0%	14.0%	8.5%	0.0%	3.8%	2.8%	6.3%	4.0%	5.5%	5.5%	8.6%
UVSC	8.6%	10.7%	4.0%	0.0%	3.8%	2.7%	3.0%	4.0%	12.5%	12.5%	12.5%
SLCC	7.3%	6.8%	5.0%	0.0%	3.7%	2.7%	3.0%	4.0%	5.5%	5.5%	8.5%
USHE Average ⁽¹⁾	12.8%	11.7%	2.5%	0.6%	3.7%	2.7%	3.4%	4.2%	7.0%	7.0%	9.3%

(1) Simple Average.

(2) Percentage increases represent increases that apply to greatest number of students at the institution, and do not include differential increases for some students or programs.

Table 6. Tuition Increase Revenue Impact

Estimated Impact of 1% Tuition Increase on Tuition Revenue

	UU	USU	WSU	SUU	Snow	Dixie	CEU	UVSC	SLCC	USHE
Revenue w/ 1% Increase	\$877,100	\$441,900	\$313,600	\$119,800	\$44,000	\$69,700	\$27,000	\$372,500	\$277,500	\$2,543,100

Table 7. Tuition Increase Rate Impact

Impact of 1% Tuition Increase on Full-time Tuition Rates

	UU	USU	WSU	SUU	Snow	Dixie ⁽¹⁾	CEU	UVSC ⁽¹⁾	SLCC	USHE ⁽²⁾
Resident Undergraduate										
2003-04 Full-time Rate	\$3,058	\$2,545	\$2,130	\$2,332	\$1,370	\$1,416	\$1,406	\$2,072	\$1,697	\$2,003
1% Increase	\$31	\$25	\$21	\$23	\$14	\$14	\$14	\$21	\$17	\$20
Resident Graduate ^{(3), (4)}										
2003-04 Full-time Rate	\$2,484	\$2,449	\$2,204	\$2,962						\$2,525
1% Increase	\$25	\$24	\$22	\$30						\$25
Nonresident Undergraduate										
2003-04 Full-time Rate	\$10,704	\$8,420	\$7,456	\$7,696	\$6,072	\$6,192	\$5,894	\$7,252	\$5,939	\$7,292
1% Increase	\$107	\$84	\$75	\$77	\$61	\$62	\$59	\$73	\$59	\$73
Nonresident Graduate ^{(3), (4)}										
2003-04 Full-time Rate	\$8,768	\$8,573	\$7,716	\$9,774						\$8,708
1% Increase	\$88	\$86	\$77	\$98						\$87

(1) Lower division rates only listed for Dixie and UVSC.

(2) Simple Average.

(3) General graduate tuition rates only, differential graduate tuition rates not included.

(4) Graduate tuitions may be less than undergraduate because a full-time load for a graduate student (10 credits) is less than an undergraduate (15 credits).

WICHE and Rocky Mountain State Public Tuition and Fees Comparisons for 2002-2003

October 22, 2003

Table 8. Resident Undergraduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	WICHE State Comparisons ⁽¹⁾							Rocky Mountain State Comparisons ⁽²⁾						
		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.
UofU	Doct/Research	24 of 40	\$3,325	\$4,566	\$1,870	\$3,449	73%	96%	10 of 19	\$3,325	\$4,033	\$2,490	\$3,068	82%	108%
USU	Doct/Research	34 of 40	\$2,899	\$4,566	\$1,870	\$3,449	63%	84%	16 of 19	\$2,899	\$4,033	\$2,490	\$3,068	72%	94%
WSU	Mstr & Bacc.	27 of 55	\$2,427	\$4,042	\$1,744	\$2,596	60%	93%	10 of 16	\$2,427	\$3,547	\$2,184	\$2,641	68%	92%
SUU	Mstr & Bacc.	31 of 55	\$2,359	\$4,042	\$1,744	\$2,596	58%	91%	13 of 16	\$2,359	\$3,548	\$2,184	\$2,641	66%	89%
Snow	Two-Year	80 of 236	\$1,523	\$2,610	\$330	\$1,029	58%	148%	28 of 69	\$1,523	\$2,078	\$352	\$1,312	73%	116%
Dixie ⁽⁵⁾	Two-Year	74 of 236	\$1,612	\$2,610	\$330	\$1,029	62%	157%	22 of 69	\$1,612	\$2,078	\$352	\$1,312	78%	123%
CEU	Two-Year	73 of 236	\$1,630	\$2,610	\$330	\$1,029	62%	158%	21 of 69	\$1,630	\$2,078	\$352	\$1,312	78%	124%
UVSC ⁽⁶⁾	Bacc.	14 of 15	\$2,196	\$4,042	\$2,050	\$2,930	54%	75%	7 of 7	\$2,196	\$3,031	\$2,196	\$2,599	72%	84%
SLCC	Two-Year	55 of 236	\$1,890	\$2,610	\$330	\$1,029	72%	184%	4 of 69	\$1,890	\$2,078	\$352	\$1,312	91%	144%

Table 9. Resident (General) Graduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	WICHE State Comparisons ⁽¹⁾							Rocky Mountain State Comparisons ⁽²⁾						
		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.
UofU	Doct/Research	33 of 40	\$3,085	\$7,854	\$1,776	\$4,248	39%	73%	13 of 19	\$3,085	\$4,538	\$1,776	\$3,311	68%	93%
USU	Doct/Research	32 of 40	\$3,195	\$7,854	\$1,776	\$4,248	41%	75%	12 of 19	\$3,195	\$4,538	\$1,776	\$3,311	70%	96%
WSU	Mstr & Bacc.	21 of 45	\$2,651	\$6,507	\$1,822	\$3,155	41%	84%	6 of 10	\$2,651	\$4,448	\$2,328	\$3,008	60%	88%
SUU	Mstr & Bacc.	23 of 45	\$2,496	\$6,507	\$1,822	\$3,155	38%	79%	8 of 10	\$2,496	\$4,448	\$2,328	\$3,008	56%	83%

Source: WICHE. Tuition and Fees in Public Higher Education in the West 2002-2003. November 2002 (forthcoming).

Notes:

(1) WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, and South Dakota.

(2) Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, and Montana.

(3) USHE institutions are ranked within the comparison group, with a ranking of "1" being the highest tuition and fee level.

(4) Simple average.

(5) Lower division rate only listed for Dixie. Dixie's upper division equals SUU.

(6) Lower division rate only listed for UVSC. UVSC's upper division equals WSU. UVSC is in the second-year of a phase-in to move to WSU's lower division rate. For the first time, in 2002-2003 UVSC is compared to other Baccalaureate institutions.

WICHE and Rocky Mountain State Public Tuition and Fees Comparisons for 2002-2003

October 22, 2003

Table 10. Nonresident Undergraduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	WICHE State Comparisons ⁽¹⁾							Rocky Mountain State Comparisons ⁽²⁾						
		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.
UofU	Doct/Research	29 of 40	\$10,182	\$18,637	\$8,082	\$12,248	55%	83%	14 of 19	\$10,182	\$18,637	\$8,199	\$11,059	55%	92%
USU	Doct/Research	38 of 40	\$8,199	\$18,637	\$8,082	\$12,248	44%	67%	19 of 19	\$8,199	\$18,637	\$8,199	\$11,059	44%	74%
WSU	Mstr & Bacc.	48 of 55	\$7,295	\$13,611	\$3,678	\$9,484	54%	77%	15 of 16	\$7,295	\$13,611	\$6,802	\$9,089	54%	80%
SUU	Mstr & Bacc.	47 of 55	\$7,344	\$13,611	\$3,678	\$9,484	54%	77%	14 of 16	\$7,344	\$13,611	\$6,802	\$9,089	54%	81%
Snow	Two-Year	78 of 236	\$5,742	\$8,055	\$500	\$5,092	71%	113%	33 of 69	\$5,742	\$7,761	\$500	\$4,892	74%	117%
Dixie ⁽⁵⁾	Two-Year	60 of 236	\$6,038	\$8,055	\$500	\$5,092	75%	119%	24 of 69	\$6,038	\$7,761	\$500	\$4,892	78%	123%
CEU	Two-Year	76 of 236	\$5,762	\$8,055	\$500	\$5,092	72%	113%	32 of 69	\$5,762	\$7,761	\$500	\$4,892	74%	118%
UVSC ⁽⁶⁾	Bacc.	14 of 15	\$6,802	\$12,264	\$6,475	\$8,438	55%	81%	7 of 7	\$6,802	\$10,330	\$6,802	\$8,821	66%	77%
SLCC	Two-Year	74 of 236	\$5,800	\$8,055	\$500	\$5,092	72%	114%	30 of 69	\$5,800	\$7,761	\$500	\$4,892	75%	119%

Table 11. Nonresident (General) Graduate Tuition and Fees Comparisons

USHE Institution	Comparison Group	WICHE State Comparisons ⁽¹⁾							Rocky Mountain State Comparisons ⁽²⁾						
		Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.	Rank ⁽³⁾ in Comparison Group	USHE Institution Tuit/Fees	Comparison Group Max. Tuit/Fees	Comparison Group Min. Tuit/Fees	Comparison Group Avg. ⁽⁴⁾ Tuit/Fees	Utah Institution % of Max.	Utah Institution % of Avg.
UofU	Rsrch & Doc.	32 of 40	\$9,570	\$18,637	\$8,484	\$12,453	51%	77%	14 of 19	\$9,570	\$18,637	\$9,273	\$11,416	51%	84%
USU	Rsrch & Doc.	30 of 40	\$9,909	\$18,637	\$8,484	\$12,453	53%	80%	16 of 19	\$9,909	\$18,637	\$9,273	\$11,416	53%	87%
WSU	Mstr & Bacc.	44 of 45	\$7,974	\$16,828	\$7,550	\$10,590	47%	75%	9 of 10	\$7,974	\$14,901	\$7,550	\$9,641	54%	83%
SUU	Mstr & Bacc.	43 of 45	\$8,036	\$16,828	\$7,550	\$10,590	48%	76%	8 of 10	\$8,036	\$14,901	\$7,550	\$9,641	54%	83%

Source: WICHE. Tuition and Fees in Public Higher Education in the West 2002-2003. November 2002 (forthcoming).

Notes:

(1) WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, and South Dakota.

(2) Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, and Montana.

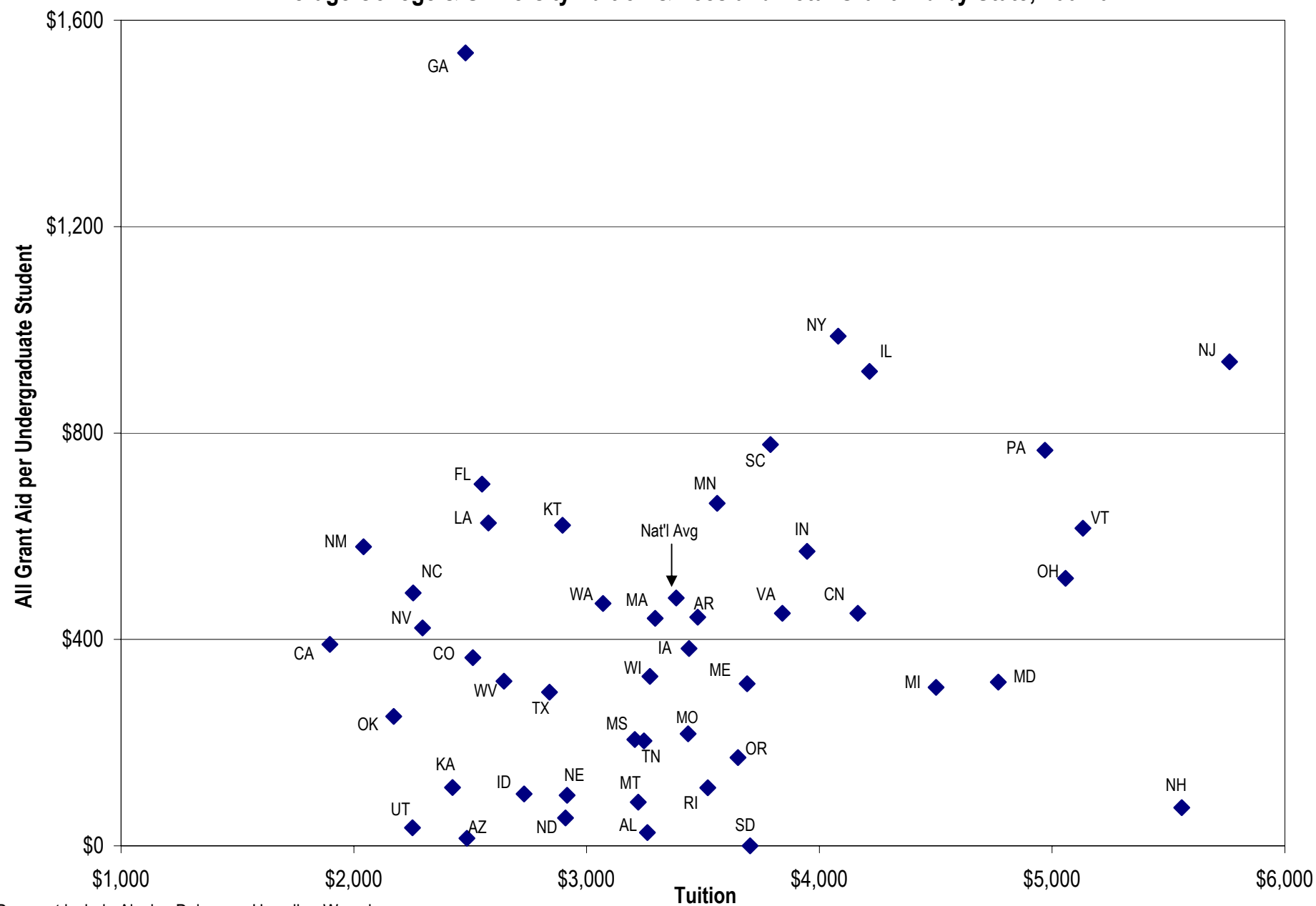
(3) USHE institutions are ranked within the comparison group, with a ranking of "1" being the highest tuition and fee level.

(4) Simple average.

(2) Percentage increases represent increases that apply to greatest number of students at the institution, and do not include differential increases for some students or programs.

(6) Lower division rate only listed for UVSC. UVSC's upper division equals WSU. UVSC is in the second-year of a phase-in to move to WSU's lower division rate. For the first time, in 2002-2003 UVSC is compared to other Baccalaureate institutions.

Average College & University Tuition & Fees and Total Grant Aid by State, 2001-02



Does not include Alaska, Delaware, Hawaii or Wyoming.

Sources: NASSGAP 2001-02 Annual Survey; Washington Higher Education Coordinating Board 2001-02 National Tuition and Fees Comparison

October 22, 2003

To: State Board of Regents

From: Cecelia H. Foxley

Subject: Bachelor of Science in Nursing (BSN) Degrees

Issue

Southern Utah University (SUU) and Dixie State College (DSC) have each submitted a request to offer new Bachelor of Science in Nursing (BSN) Degree Programs at their institutions. The request from SUU includes the request to transfer the administrative responsibility for the existing Associate Degree in Nursing (ADN) and (BSN) Programs offered by Weber State University (WSU) in Cedar City to SUU and the approval of a new curricular approach in a stand alone BSN Degree. DSC, which currently offers both a Licensed Practical Nurse (LPN) Program and an ADN Program, has requested approval to add a BSN Degree to their offerings.

Background

Due to the moratorium placed on new programs by the Regents, SUU and DSC requested that the Program Review Committee (PRC) consider an exception to the moratorium in order that the two requests be considered for approval. The Regents have recently heard presentations concerning the nursing shortage in Utah and proposed solutions. Additional information was provided by the Utah Nursing Leadership Forum and two external consultants. The PRC has reviewed information concerning the national nursing shortage and specific information concerning the nursing shortage in southern Utah and the requests from SUU and DSC.

It is clear that the USHE institutions which have nurse education and training as part of their mission need to expand the number of nurses in their programs at all levels, as recommended by the Utah Nursing Leadership Forum. It is also clear that full funding of the Nursing Initiative is not likely to occur during the upcoming Legislative Session. Therefore, it is necessary to look at the most cost efficient models of expanding the numbers of trained nurses.

After carefully reviewing all input, the PRC feels that further consultation with the Presidents needs to take place before a final recommendation is presented. If those consultations are concluded prior to the meeting on October 31, 2003, additional information and a recommendation will be hand carried to the meeting.

Cecelia H. Foxley, Commissioner

CHF/GW

October 22, 2003

MEMORANDUM

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Moratorium on New Programs and Programs in Planning Stages

The Issue

Chief Academic Officers (CAOs) in the Utah System of Higher Education have examined the purposes and impact of the moratorium placed by Regents last year on the approval of new programs at Utah colleges and universities. There is general agreement that the moratorium has helped institutions to show greater fiscal restraint, deal more effectively with their fiscal challenges, and be more thoughtful and deliberate in developing and proposing new programs. The CAOs feel that the moratorium has largely achieved its purposes and the time has come to remove the moratorium so that institutions can be more responsive to the needs of their students, communities, business and industry.

Background

The Board of Regents voted on July 20, 2002, to place a moratorium on the approval of new programs as an important action to help Utah colleges and universities address financial difficulties in the face of economic downturns and budget cuts. In the months following the moratorium, a more rigorous Regents policy for program approval has been adopted (R401, *Approval of New Programs, Program Changes, and Discontinued Programs*), an exploratory Letter of Intent to offer new programs has been required of the institutions, and procedures for the evaluation and review of program proposals have been refined. In order to provide some flexibility during the moratorium period, the following criteria for exceptions to the moratorium were developed and later included in the R401 policy: (1) cost savings or efficiencies, (2) accreditation requirements, (3) compelling need, and (4) transfer, restructuring or consolidation. One or more of these elements must be addressed in depth in the Letter of Intent. The elements of the Letter of Intent and the criteria for exceptions to the moratorium have given the Chief Academic Officers, the Program Review Committee (PRC) and the Regents the tools necessary to apply a conservative yet thoughtful approach to the approval of new programs within the System.

In accordance with past Regents' direction, CAOs have identified programs that are in various stages of planning and development at their institutions. Section I of the attachment identifies the programs the institutions would propose during the next year if the moratorium was not in place. The "current status key" indicates the program's stage in the planning process. Section II of the attachment shows programs being planned for implementation over the next five years. As the CAOs plan for the future, each program is being subjected to close scrutiny according to the stringent requirements of policy R401 to ensure that the programs brought forward meet the current guidelines.

The Commissioner presented the recommendation of the CAOs to lift the moratorium to the Regents' Program Review Committee. The members of the committee think that to do so at this time would send the wrong message and may be misinterpreted by some state policy makers that higher education does not need new state funds in order to initiate new programs. They suggested that the moratorium be left in place for another six months. If in the meantime, however, the economy should change so that the USHE receives additional state funds, the moratorium could be lifted sooner.

Recommendation

It is the recommendation of the Commissioner that the Regents' moratorium on the approval of new programs remain in place for another six months, or until such time that it is clear that the economic conditions in the state have improved.

Cecelia H. Foxley, Commissioner

CHF/DDW/DAC
Attachment

MEMORANDUM

October 22, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Consent Calendar: Academic, Applied Technology, and Student Success Committee

The following request has been submitted by the Utah College of Applied Technology for consideration by the Regents on the Consent Calendar of the Academic, Applied Technology, and Student Success Committee.

Utah College of Applied Technology

Requests approval for the Personal Computer (PC) Technician Certificate under the Fast Track Approval Process

Request. Officials from the Utah College of Applied Technology request approval, under the Fast Track Program Approval Procedure, for the PC Technician Certificate of Proficiency. This certificate will be submitted to the Department of Education for federal financial aid eligibility, and will be offered at the Ogden-Weber, Southeast and Uintah Basin Campuses upon approval.

This certificate complements the Information Technology (IT) Certificate of Completion recently approved by the Regents. Although there are programs at other UCAT campuses with some overlapping content, the PC Technician Certificate has been in existence for many years at these campuses. Budgets are currently in place for this program since the training was offered on these campuses prior to the creation of UCAT.

Need. The PC Technical Certificate of Proficiency is an 870 hour certificate program designed to provide individuals with the basic skills necessary to obtain employment in the information technology industry as help desk technicians and PC technicians in small businesses. PC technicians work with computer hardware and software, installing hardware devices and software packages, troubleshooting hardware errors and software application problems, and assisting users with learning and the proper use of hardware and software. This certificate complements the Information Technology (IT) Certificate of Completion recently approved by the Board of Regents. Several UCAT campuses have offered the PC Technician certificate for several years at the request of local employers. The IT certificate does not meet all employer needs as it is comprised solely of IT courses. While employers support the IT certificate, they have also requested that options for software application courses remain available. The PC Technician Certificate meets this requirement. Electives were designed to ensure that the technician will be

able to trouble shoot software applications problems and assist users with day to day issues, and include a variety of options to meet regional employer needs.

Market and Student Demand: With continual advances in technology, career opportunities are growing within this rapidly evolving industry. Utah has been ranked 6th overall among the nation's 50 states for its ability to adapt well in the high-tech "new economy." According to the *Metropolitan New Economy Index* released in April, 2001 by the Progressive Policy Institute, a Washington D.C. based organization, Utah ranked in the top five states in workforce education, "gazelle" jobs (companies with an annual sales revenue that has grown 20 percent or more for four straight years), online population, commercial Internet domain names, and technology in schools. Utah was also ranked among the top states in the nation on new information technology start-up companies in 1999. In addition, Utah ranked second for new IT jobs in 1999, with 1,535, or 16.2 percent, of the state's total 9,440 new jobs (*Western Blue Chip Economic Forecast*, December 21, 2000).

The Utah Department of Work Force Services (DWS) projects average annual openings in Utah for computer support specialists to be 580 through the year 2005. This occupation is also listed by DWS as one of the top 50 fastest growing occupations in Utah for 2000–2005, and is listed as one of the top 50 occupations with new jobs in Utah, 2000-2005.

Student demand has also remained strong. The inclusion of software application courses within the electives broadens employment options for students while completing their education, yet still provides a pathway to the Information Technology Certificate of Completion and AAT Degree. Each year for the past several years, enrollment has been more that sufficient to justify continued operation of the program. In light of the market demand and based on discussion with local employer advisory teams, campus officials believe that the program will continue to show student demand.

Similar Programs at Other USHE Institutions: Although there are programs at other USHE institutions with some overlapping content, the PC Technician Certificate has been in existence for many years at several of the UCAT campuses. Courses were changed to align the proposed Certificate with the IT Certificate. The proposed Certificate offers an alternative delivery format (open-entry/open-exit) and an alternative way in which students can progress through their programs of study and demonstrate mastery of the material (competency-based approach). This alternative approach is expected to appeal to some students and not to others. The student's choice will depend upon his/her goals and the type of educational experience that he/she desires.

Institutional Impact. Resources for this Certificate are already in place as the Certificate draws from existing courses within the Information Technology and Business Technology Certificates. Faculty, equipment and staff are in place. No additional resources are required; the proposed Certificate will not impact current operation in any way.

Finances. Budgets are currently in place for this program, as similar PC Technician Certificates were offered on these campuses prior to the creation of UCAT. No additional financial resources are required.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the request from the Utah College of Applied Technology to offer the PC Technician Certificate of Proficiency as it appears on the Consent Calendar of the Academic, Applied Technology, and Student Success Committee.

Cecelia H. Foxley, Commissioner

CHF/PCS

MEMORANDUM

October 22, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Dixie State College Elementary Education Degree Program – Report

Issue

On October 10, 2001, Dixie State College (DSC) requested from the Board of Regents approval to offer a Bachelor of Science Degree in Elementary Education. The Regents voted to give DSC conditional approval for a limited program and requested that the College submit a progress report for each of the first three years of its operation. At the end of the third year, and with consideration of an approval decision by the Utah State Board of Education, the Regents would make a final decision regarding full approval of the Elementary Education Program.

Background

When the Board of Regents gave conditional approval to DSC to offer an Elementary Education Program, it required the College to admit only 30 students per cohort, not to exceed 60 students for both two-year cohorts. The Utah State Office of Education (USOE) conducted its preliminary review in 2002 and gave initial or “pilot” approval for the program. The USOE will return in 2004 after the first cohort graduates to determine if the nascent program should be fully approved. Subsequently, it will forward its recommendation to the State Board of Education.

The progress report requested by the Regents provides an opportunity for the Regents and for officials at DSC to review the new program. This review is differentiated from program reviews required of fully approved programs every five to seven years, as specified in Regents’ Policy R411, “Review of Existing Programs.”

The DSC Elementary Education progress report to the Regents will use, in subsequent reports, the standards of the National Council for the Accreditation of Teacher Education (NCATE) which were adopted by the Utah State Board of Education in 2000. The current DSC report, which is attached, refers to a conceptual framework, the D.E.S.E.R.T. model. NCATE requires that all teacher preparation programs demonstrate their conceptual framework upon which the entire teacher education program is based. In addition, the Regents asked for a yearly progress report for the program’s first three years. Thus, it is incumbent upon DSC to assure the Regents that it is meeting its obligations for a program of quality by meeting NCATE standards.

Policy Issues

Questions arose regarding the level of ACT scores and GPAs that were required for students to enter the Elementary Education Program. The range of ACT scores was from 13 to 30. The GPA was from 2.5 to 4.0. Typically, an ACT score of 13-16 or 17 means that a student will need remediation. A GPA of less than 3.0 would not match the grade criterion of other USHE teacher preparation programs. Officials at DSC stated that by the time students have completed the first two years of their program, their GPA, interview, and writing sample may help to overcome poor beginning scores. This will be apparent once the teacher candidates take the Praxis II examination and receive Level One Licensure, the beginning license which allows a graduate to teach for three years.

Options

The Regents may choose to receive the report as written, raise questions, or request additional information to clarify the current report.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review Dixie State College's report on its Bachelor of Science Degree in Elementary Education, raise questions, and, if satisfied, accept the progress report as written. Dixie State College will be expected to demonstrate how it is meeting the Unit Standards from the National Council on the Accreditation of Teacher Education in its next progress report.

Cecelia H. Foxley , Commissioner

CHF/PCS
attachment

Dixie State College of Utah
Annual Report
Bachelor of Science Degree in Elementary Education

October 2003

Background

On September 13, 2001, Dixie State College (DSC) submitted to the Regents a proposal for a Bachelor of Science (BS) Degree Program in Elementary Education. On October 19, 2001, the Regents approved the proposed program provisionally upon the approval of the State Board of Education and the institution's ability to demonstrate that it can offer a quality elementary education program. The Board of Regents also asked that DSC submit an annual progress report on the program for the first three years. Because in October 2002 the program had barely admitted its first cohort of students, this is the program's first annual report. At present, the program's initial cohort is completing its first year, and the second cohort has just been admitted. The program's first graduates will complete their degrees in May 2004.

The degree has been designed in consultation and cooperation with service-area district officials, and all instruction and field experiences are closely coordinated with those districts. In consultation with district officials, DSC has designed a responsive curriculum with several unique features, including an endorsement in English as a Second Language (ESL) intended to serve growing numbers of Hispanic and other ESOL (English as a second or other language) students in Southwest Utah. Many of the program's courses include field-based practica that place degree candidates in regional schools for observation and practical experiences.

Sustained regional demand for teachers was an important consideration in the original program proposal. For several years, Washington County School District's (WCSD) annual hiring ranged between 40 and 55 teachers at the K-8 levels. This level of demand continues: During the 2002-2003 school year the district hired 67 K-8 teachers. WCSD will open one new 6th-7th grade school in 2004 and one new elementary school (K-5) next fall. It is anticipated that graduates will help fulfill the service area's ongoing need for well-trained teachers, particularly those with ESL qualifications.

The curriculum is structured in a two-plus-two format, with students completing an associate degree before entering the baccalaureate program. The curriculum is designed to meet NCATE standards, and while each course addresses particular learning objectives, a set of common themes is presented across all courses. The D.E.S.E.R.T. acronym is a model of thematic strands and is a vehicle to assure that students comprehend and master the designated areas of teacher competence. These are: (D) diversity of learners, (E) evaluation and assessment of learning, (S) self-reflection, (E) effectiveness in teaching, (R)

reaching beyond the classroom/ community ties, and (T) technology and classroom management.

Student Enrollment and Demographics

This portion of the report will address admission, enrollments, graduation, and other student demographics.

Admission: Students apply for admission to DSC's Elementary Education Degree Program during the semester before their junior year. Admission requirements include completion of lower-division pre-major core courses, achievement of a prescribed level of GPA or test score, a writing competency test, letters of recommendation, and a successful admission interview. The admission committee assesses applicants' academic potential using an admission rubric to weight several criteria. The committee seeks to find candidates who will be successful as students in the program and later as teachers in elementary classrooms.

DSC's Elementary Education Program has had two admission cycles in 2002 and 2003. While in both admission cycles, there were many applicants, in its first year the program faced logistical problems associated with its lower-division core prerequisite courses. Learning of the Regents' approval only months before the application deadline, many students found it difficult to complete all lower-division prerequisites, reducing the anticipated number of applicants. As more prerequisite courses are offered each term, the number of qualified applicants will continue to increase.

Enrollment: During the 2002-2003 school year, the program only had a junior-year cohort, and enrollments were slightly less than 30 students. However, during the 2003-2004 school year, the program had both junior- and senior-level cohorts. Now the enrollment of the two cohorts combined is exactly 60 students. For the 2002 enrollment year one person of minority status was admitted. For the 2003 enrollment year seven persons of minority status have been admitted. Enrollment attrition is at an anticipated and reasonable level. Five students have dropped from the initial cohort for reasons such as a religious mission, marriage, transfer and relocation.

Graduation: Since this program is beginning its second year, no students have graduated. It is anticipated that 26 students will graduate in May 2004.

Test Scores and GPA's: There may be some question about the range of test scores or Grade Point Averages (GPAs) of admitted students. By the time students apply for admission to the upper-division program, their ACT or SAT scores are three or more years old and may not reflect applicants' current academic potential. Also, all applicants have completed two or more years of college coursework after having taken the ACT or SAT tests, and their performance in these courses may also be considered. Therefore, the admission rubric uses either applicants' test scores or grade point averages, whichever is higher. In some cases, applicants with relatively low ACT scores are admitted based on their academic performance as demonstrated by the high grade point

averages they have earned in college coursework. In one case, an applicant with a low grade point average (2.70) was provisionally admitted based on a high test score. This student was notified that the USOE requires a minimum GPA of 2.75 for purposes of licensure.

Class of 2004 (the Current Senior Cohort)

All Applications filed	43
Completed applications on this report	35
Accepted	33
Declined	3
Dropped out	5
Existing Cohort as of Sept. 2003	25

GPA at Time of Application

	Range	Average
All applicants	4.0-2.5	3.37
Accepted	4.0-2.7	3.42

ACT Scores

	Range	Average
All applicants	16-28	22
Accepted	16-28	22

Gender Information

	Female	Male
All applicants	42	1
Accepted	32	1

Residency Information

	Wash. Co	Utah Other	Out of State
All applicants	28	5	2
Accepted	27	4	2

Class of 2005 (the Current Junior Cohort)

All Applications filed	48
Completed Applications on this report	44
Accepted	38
Declined	3
Dropped out	0
Existing Cohort 9/19/2003	35

GPA at Time of Application

	Range	Average
All applicants	4.0-2.8	3.44
Accepted	4.0-2.8	3.47

ACT Scores

	Range	Average
All applicants	13-30	20.7
Accepted	13-30	21

Gender Information

	Female	Male
All applicants	43	5
Accepted	34	4

Residency Information

	Wash. Co	Utah other	Out of State
All applicants	34	7	3
Accepted	29	7	2

Age Information

	Range	Average
All applicants	19-46	26.5 years
Accepted	19-46	27 years

Overall Data (Both Cohorts in Combination)

Overall Program Applicants 2004 & 2005

All Applications filed	91
Completed applications on this report	79
Accepted	71
Declined	6
Dropped out	5
Existing Cohort, Sept. 2003	60

GPA at Time of Application

Range	Average	
All applicants	4.0-2.5	3.41
Accepted	4.0-2.7	3.45

ACT Scores

Range	Average	
All applicants	13-30	21.5
Accepted	13-30	21.5

Gender Information

	Female	Male
All applicants	85	6
Accepted	66	5

Residency Information

	Wash. Co	Utah other	Out of State
All applicants	62	12	5
Accepted	56	11	4

Age Information

	Range	Average
All applicants	19-52	27.5 years
Accepted	19-52	28 years

Preparation of Faculty

DSC has hired four faculty members to teach in the program, all with appropriate terminal degrees.

- Dr. Michael Killen, Ph.D., Utah State University. Degree emphases – curriculum and instruction, gifted and talented students.
- Dr. Douglas Godwin, Ph.D., Michigan State University. Degree emphases – early childhood, elementary education.
- Dr. Margaret Leigh, Ed.D., University of Arkansas at Little Rock. Degree emphasis – teacher education.
- Dr. Shirley Davis, Ph.D., New Mexico State University. Degree emphasis – learning technologies.

Graduate Placement and Tracking

While no students have graduated from the DSC Elementary Education Program, demand for elementary teachers continues to be vigorous in the local and regional labor market. It is anticipated that students will quickly find employment. Through its Career Center, DSC is implementing appropriate procedures to help graduates find employment. Graduates will prepare and post electronic portfolios on server space provided by the Utah Electronic Network (UEN), and these portfolios will allow tracking of program graduates.

Program Assessment

Assessment Gates: DSC's Elementary Education Program has three assessment "gates" built into the program curriculum: First, when students have completed the lower-division pre-major core courses, they are assessed at admission into the upper-division program. The admission process weighs many variables, including test scores, GPA, interpersonal communication skills, and writing skills. Second, just prior to student teaching, students must prepare a teaching portfolio composed of their resumes and other projects and present their portfolios to a panel of academic judges. And finally, upon completion of student teaching, students must post their completed portfolios online on server space provided by the UEN and defend their portfolio before a committee of evaluators including professors, district administrators, and local teachers.

Ongoing Assessment: Naturally, in addition to the three assessment "gates" described above, each course has its own course-specific competencies and assessment activities. Faculty at DSC meet frequently to discuss rigor, effectiveness of field placements, and projects completed as component parts of the professional portfolio discussed above. Learning objectives are achieved through both the successful completion of course work (grades), student's assessments in field placements/practica, and by individual portfolio pieces. These assessments are used to evaluate the effectiveness of the program's learning objectives, goals, and student competencies. Modifications are implemented through changes to course syllabi, alterations to field placements, addition and/or deletion of portfolio pieces, and other programmatic

accommodations. As a new program in its implementation phase, faculty are particularly attentive of the need to analyze, critique, and adjust parts of the curriculum in an effort to meet the philosophical and educational goals of the program.

Northwest Association of Colleges and University Accreditation: In October 2002, Dixie State College underwent a full-scale accreditation evaluation. As part of this accreditation, DSC's elementary education program prepared and submitted a program self-study, which was carefully reviewed as part of the institutional accreditation. In January 2003, DSC received word that its accreditation was reaffirmed at the associate level, and that its accreditation was extended to the baccalaureate level as well.

Program Review Policy: While Regent Policy R411, "Review of Existing Programs" is meant for programs with full approval of the Regents, for purposes of internal institutional review DSC sought the Board of Trustees' comments. During spring term 2002, the elementary education program conducted assessment activities and prepared program review materials, and in April of 2002, the Trustees issued a report in which they indicated that the program was acceptable, and as the program matures, it should both demonstrate student achievement in each strand and implement plans from improvement.

Utah State Office of Education (USOE) Approval of Program: In November of 2002, the USOE published a brochure, "Educator Preparation Programs Approved for Licensing," that lists Dixie State College's program as being accredited by the Northwest Association of Colleges and Universities. USOE accreditation specifies that DSC's Elementary Education Program is listed as having "pilot" approval, and will receive a visit from the USOE in the spring of 2004. After the USOE conducts its review, it will submit its report to the Board of Education. DSC has been working with USOE in preparing for the spring review and anticipates approval for licensure following the Spring review. It is anticipated that graduates will receive Level I licenses with a state-level ESL endorsement.

Conclusion

Dixie State College thanks the Regents for their ongoing interest in the Elementary Education Program. The program serves the College's community and addresses the ongoing needs for teachers in the southern part of the State. The College recognizes that the program must be attentive to the findings of its assessments so that changes can be made to improve the program and better prepare teachers. The College also supports the ongoing development and refinement of this program as an integral part of its academic offerings and mission.

MEMORANDUM

October 15, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Working Paper on the Competent Learner: Transitioning from High School to College - Report

Issue

In response to the State Board of Education's efforts to increase high school graduation standards and move towards a competency-based system, the Chief Academic Officers (CAOs) of the Utah System of Higher Education have been developing a working paper that defines the role of higher education as it collaborates with public education to assure high school graduates will have the requisite skills and knowledge to be successful in postsecondary education.

Background

New 2003 legislation, S.B. 154, mandated that the State Board of Education (SBE) develop a competency-based system, beginning at the eighth grade level and continuing through high school, and later including all grade levels. In addition, the new law required that public education increase the depth and complexity of its core curricula and raise high school graduation standards. However, prior to the new legislation, the Utah State Office of Education had already begun its discussion with the SBE to increase high school graduation requirements.

At the same time, Governor Michael O. Leavitt, in his 2003 State of the State address, outlined his proposal for "Competency-Measured Learning." His concept, which he explained during a meeting with the USHE Chief Academic Officers, was to enable students to move forward with their education by demonstrating competencies as they acquired them rather than progressing according to seat time. In addition, both in his State of the State address and in the meeting with the Chief Academic Officers Governor Leavitt asked that the State Board of Regents and the USHE develop more competency-measured courses and work with public education to assure that high school graduates who earned a competency-based diploma would transition smoothly to college.

Subsequently, the Utah State Office of Education (USOE) held five "educational summits" across the State to present its plan for a competency-based education. Well attended, each summit recommended changes to the plan, 'Performance Plus: Tuning up Utah's Great Education Engine.'

The Paper

To respond to the Governor and the USBE/USOE, the Chief Academic Officers prepared a "Working Paper." An earlier draft of this paper was briefly discussed by the Regents' Academic, Applied Technology, and Student Success Committee at the September 2003 Board meeting. The purpose of this draft is to share with the full Board the current thinking of the CAOs and to continue the dialog that will ultimately be the USHE response to the considerable efforts of the SBE and the USOE to improve public education in the State of Utah.

The "Working Paper" provides definitions of relevant terms, discusses how both public and higher education develop competent learners, elaborates on the collaboration between high school and college/university faculty to prepare students to succeed in mathematics and composition, and suggests how high school competency-based transcripts might be assessed when high school graduates enter college. It also offers a preamble which states that with the exception of the Utah College of Applied Technology and specific programs, the Utah System of Higher Education is not a competency-based system. Instead, it is a system with Regent-approved programs that must meet the standards set by national, regional, and specialized accreditation organizations and those expected by learned societies. Thus, the competent learner is a product of the rigor and standards expected from higher education institutions and programs.

This "Working Paper" was reviewed by the Council of Presidents and received general support.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review the USHE Chief Academic Officers' "Working Paper on the Competent Learner: Transitioning from High School to College," raise questions, and make recommendations that clarify the message offered by the Chief Academic Officers.

Cecelia H. Foxley, Commissioner

CHF/PCS
attachment

UTAH SYSTEM OF HIGHER EDUCATION

A WORKING PAPER ON THE COMPETENT LEARNER: TRANSITIONING FROM HIGH SCHOOL TO COLLEGE

Introduction

Over the last several years, educational reform has been a topic at both national and state levels. The reform movement has resulted in federal and state legislation focused on the quality and quantity of education and has generated a number of specific recommendations coming from national commissions, national and state legislatures, boards of education, and employers. Changes in the economy have increased the demand for post secondary education. Virtually every sector of the economy requires workers with a level of competence beyond those generally acquired in high school.

In Utah, lawmakers have shown particular interest in competency-based education. Much of this interest has been generated by Governor Michael O. Leavitt's proposal for "Competency-Measured Learning," which he outlined in his 2003 State of the State address. He commended the State Board of Education for their leadership in developing a plan which would increase high school graduation requirements and implement a system for measuring competence. He also asked that the State Board of Regents and the Utah System of Higher Education develop more competency-measured courses and work with public education to ensure that high school students with a competency-based diploma have a smooth transition to college.

Higher Education Preamble

The Utah System of Higher Education (USHE) fully supports the efforts of the Utah State Board of Education to implement a system of higher standards that will lead to the development of competent learners. USHE institutions will work with the Utah State Office of Education to develop strategies that assure a smooth transition from high school to higher education for high school graduates who earn a competency-based diploma.

The Utah System of Higher Education, with the exception of the Utah College of Applied Technology and specialized programs within the other nine institutions, is not competency-based. However, all of its institutions and programs must meet, if not exceed, national standards set by national, regional,

and specialized accreditation bodies and learned societies. These organizations stay at the forefront of the disciplines and hold academic and technical institutions accountable for high standards. In addition, the State benefits from these high standards in the form of the many contributions the USHE institutions offer to Utah citizens in the areas which include medicine, technology, business, education, science, and the arts.

Common Understanding of Terms

In order for the Utah System of Higher Education to enter into a meaningful dialogue regarding competency-based education, it is helpful if a common understanding of competency-measured learning and competency-based education/training is established. The following definitions represent an initial attempt to create a basis for common understanding:

1. Competence: The ability to integrate and apply knowledge and skills effectively. Competence can be obtained through pertinent life experience and greatly enhanced by an appropriate education.
2. Competency-Based Education/Training: Curriculum that is designed around a validated sequence of identified competencies where students demonstrate mastery of the desired competencies.
3. Competency-Measured Learning: Learning that is assessed to determine if specific standards of competence have been met.
4. Open-entry/Open-exit: An instructional delivery method that allows for flexible timing in the achievement and the assessment of individual student competencies. This approach is appropriate in some educational programs.

Developing the Competent Learner in Public Education.

The State Board of Education has responded to the need for more rigor in high school graduation requirements by expecting students to demonstrate competence in general education and preparatory areas by earning a grade of C or better. In order for students to be well prepared for higher education, it is critical to strengthen the curriculum in the high school junior and senior years.

Assessing the Competent Learner in High School. According to “Performance Plus: Tuning up Utah’s Great Education Engine”, students will be expected to demonstrate their abilities in reading, writing, mathematics, and science, through ongoing performance assessments. Students must demonstrate exit competencies through their ability to write and speak well, to calculate and problem-solve, and to read and interpret charts, graphs, and tables. These competencies will be embedded in courses and may be demonstrated in a variety of classes taken throughout high school, including the junior and senior level. (For details see the Utah State Office of Education “Performance Plus: Tuning up Utah’s Great Education Engine”).

Transitioning from High School to College. In Utah, a majority of high school graduates enroll in some level of post secondary education. Matching the exit competencies from high school and the entrance requirements for various types of colleges and universities has always been a challenge. It should be noted that exit competencies in high school are not designed to prepare all students for entrance to college, depending upon the type of college or university of choice. Students who are planning to go to a college or university must take the initiative to look beyond the basic graduation requirements to develop the competencies and meet the admission standards that are required.

Within the Utah System of Higher Education are five types of postsecondary institutions: doctoral/research universities, master’s universities, baccalaureate/associate’s colleges, community/associate’s colleges, and the technical colleges (UCAT). All ten institutions have different admission requirements and expectations for the knowledge and skills interested students will need to be accepted. It is incumbent upon the high school student, his/her parents, and the high school counselor to understand the admission requirements and tailor a high school academic program to prepare the student for success in the college or university of his or her choice.

Higher education faculty are working to determine appropriate competencies for students entering various programs of study in postsecondary education. Providing appropriate assessments and advisement will assist students in transitioning successfully from high school to college.

Developing the Competent Learner in Higher Education

Higher education has always strived to develop the competent learner. Courses and programs in higher education are based on identified competencies, although, with the exception of UCAT, the system itself is not

competency-based. Competencies are achieved through a variety of learning experiences. Various assessment methods determine the knowledge and skills of students. The Utah College of Applied Technology is a unique example of an institution founded on a competency-based system of learning and assessment. Some disciplines in other Utah colleges and universities also are competency-based and measured.

Assessing the Competent Learner. While in college, students are expected to demonstrate levels of competence at entrance and exit. High school students have an opportunity to demonstrate their knowledge, competency and readiness or preparedness for college work through ACT, SAT, Advanced Placement (AP) tests, concurrent enrollment course completion, the College Level Examination Program (CLEP), and college course challenge examinations.

In General Education courses, USHE college and university faculty have identified competencies in writing, quantitative literacy and in other General Education courses. Assessment instruments have been developed and tested for American Institutions (history, economics, political science) and quantitative literacy. A portfolio assessment in writing was completed recently. Faculty in the other General Education areas will develop competency assessment tools where appropriate.

Public Education/Higher Education Joint Effort

Another model of assessing competence is emerging. High school and college faculty in mathematics and writing have been involved in a series of meetings to identify competencies that graduating high school students should have attained in order to be successful in their first year of college, again, depending upon the postsecondary institution of choice.

Joint public and higher education faculty committees have accomplished the following:

- Identification of specific high school exit competencies in composition (writing).
- Identification of specific high school exit competencies in math, although different areas and levels of math are determined by students' educational goals.
- Development of appropriate assessment instruments and methods in composition and math. Both mathematics and writing faculty

believe that assessments that are diagnostic for both teacher and student are necessary, and should be an integral part of instruction.

Accepting a Competency-Based Transcript. The basic premise of the new competency-based education approach in Utah is that appropriate standards of competence and assessments will be developed and approved jointly by public education and higher education representatives. As public and higher education work together, they are responsible to assure that the competency-based diploma belongs to the student and will advantage this student as she or he pursues higher education within and outside of the State of Utah.

To make this work, high school counselors must be well-informed about the new public education graduation standards, the differences among the USHE institutions, and the standards that high school students must meet to be accepted into a specific postsecondary institution both inside and outside Utah. In addition, high school counselors must be able to advise first year high school students so that students' high school curriculum will prepare them for the postsecondary experience they want.

If high school counselors receive the professional development they need to assist students in a smooth transition to postsecondary education, students will have every opportunity to succeed while minimizing the need for remediation. Unfortunately, some students will not be prepared and will require remediation. Community colleges, baccalaureate/associate colleges, and some master's colleges and universities have developed effective remediation programs where students are assessed and provided the opportunity to learn needed skills. Other possible approaches to cost efficient remedial/developmental programs will also be considered.

Future Initiatives in Developing Competent Learners.

The Utah System of Higher Education is committed to producing competent learners through a collaborative process involving faculty, educational and community leaders. As public education continues to examine its approach to education, USHE is committed to a similar process.

Teacher preparation programs will be strengthened so that teacher candidates increase their skills in diagnoses and assessment of student learning so that they can remediate students early on. Teacher education programs will work with public education to provide professional development to practicing teachers to improve skills for fostering the competent learner.

USHE will examine admission and entrance requirements, general education competencies, approaches to remediation, and the quality of concurrent enrollment. Thoughtful examination will lead to strategies that better prepare high school graduates for college, reduce the need for remediation, strengthen concurrent enrollment, and communicate accurate information to high school advisors.

UCAT will continue to serve a large population of students who are receiving competency-based and measured education in an open entry/open exit delivery format. New academic programs will be expected to show accountability for student performance. The other nine universities and colleges in USHE will continue to explore instructional delivery options for all students by expanding the development of competency standards and assessments to additional disciplines.

The USHE and the USOE will continue their articulation efforts to assure that prepared high school graduates will transition smoothly and successfully into their college and university curricula. The USHE remains responsive to the educational needs of the State and its people.

Sources

1. Governor Mike Leavitt, *Competency-Measured Learning A Transformational Shift*, Governor Mike Leavitt, 2003 State of the State.
2. Richard S. Sullivan, PhD, *The Competency-Based Approach to Training, Paper # 1*, September 1995.
3. *Defining and Assessing Learning: Exploring Competency-Based Initiatives*, Report of the National Postsecondary Education Cooperative Working Group on Competency-Based Initiatives in Postsecondary Education, September 2002.
4. *Data Ramifications of Competency-Based Initiatives—Interim Report of the Working Group*, December 1999, NPEC.
5. Sandra Kerka, 1998, *Competency-Based Education and Training*, ERIC Publication, 1998
6. John A. Bowden, *Competency Education—Neither a Panacea nor a Pariah*, Educational Programme Improvement Group Royal Melbourne Institute of Technology, Australia.
7. Mariane Gfroerer, *A Demonstration of Learning: Alternative Assessment in New Hampshire*, State Department of Education, Concord NH.

MEMORANDUM

October 21, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: USHE – Proposed Revision to R548, Institutional Discretionary Funds Administration and Accountability

Issue

Regent policy R548, Institutional Discretionary Funds Administration and Accountability, currently requires Boards of Trustees to specifically approve individual construction, remodeling and landscaping projects paid from discretionary funds and costing \$50,000 and above.

Discussion

Review of policy R548 was initiated at the request of the University of Utah Board of Trustees. As described in the attached letter from Vice President Arnold Combe, University Trustees recommend an increase from \$50,000 to \$250,000 in the project approval limit in R548. Since any project might potentially use some discretionary funds, in actual practice all projects must be approved. The Trustees believe that the review, discussion, and approval of projects of relatively minor amounts consumes an inordinate and disproportionate amount of Trustee time. In today's environment, Trustees believe that approval of projects at the level of \$250,000 or higher would better focus their time on the most significant projects.

The Commissioner concurs that Trustees should focus their review on higher-cost projects. An informal poll of all institutions by the Commissioner's Office indicates that all USHE institutions see benefit in raising the approval limit in R548. Since R548 will continue to require annual reports and audits of discretionary funds, the Commissioner believes that increasing the dollar amount for approval of individual projects will not significantly diminish Trustees' ability to exercise appropriate control over these funds.

Recommendation

It is the recommendation of the Commissioner that the Board of Regents revise policy R548, Institutional Discretionary Funds Administration and Accountability, by increasing the project approval amount from \$50,000 to \$250,000 for all institutions.

CHF/MHS
Attachments

Cecelia H. Foxley, Commissioner

R548, Institutional Discretionary Funds Administration and Accountability

R548-1. Purpose

To provide policy for the use and administration of Institutional Discretionary Funds as defined herein, and accountability procedures for the use of such funds.

R548-2. References

2.1. Utah Code [§53B-7-101\(9\)](#) (Each Institution Handles Financial Affairs Under General Supervision of the Board)

R548-3. Definitions

3.1. Institutional Discretionary Funds - Funds available for expenditure or transfer at the direction of the president of the institution, generated from one or both of the following sources:

3.1.1. Investment Income - Earnings resulting from the investment of cash balances in the Education and General Current Funds, and earnings resulting from the investment of other funds, including Quasi-endowment Funds, when applied for expenditure or transfer through the education and general budget.

3.1.2. Unrestricted Gifts and Grants - Gift and grant funds which are not restricted by the source to specific purposes, and are deposited in the Education and General Current Fund for expenditure or transfer.

R548-4. Policy

4.1. Board and Board of Trustees Authorizations - All Institutional Discretionary Funds shall be used for purposes authorized by the Board; expenditures shall be in accordance with budgets approved by the institutional Board of Trustees; expenditures for individual construction, remodeling and landscaping projects costing [~~\$50,000~~] \$250,000 or more shall be specifically approved by the institutional Boards of Trustees; and actual, budgeted and projected revenues and expenditures of these funds shall be reported for Regents review as part of the annual appropriated operating budget process.

4.2. Authorized Uses of the Funds - Except as may be prohibited by statute or legislative intent language, or by action of the Board, Institutional Discretionary Funds may be expended directly within Education and General current funds for the following purposes:

4.2.1. Enrichment of institutional academic programs.

4.2.2. Enrichment of institutional cultural programs.

4.2.3. Scholarships, Fellowships, and Student Aid.

4.2.4. Faculty development and recognition.

4.2.5. Campus development and landscaping, including maintenance and remodeling projects.

4.2.6. Seed money for program grants and contracts.

4.2.7. Fund raising and institutional development activities.

4.2.8. Supplemental library support, including acquisitions, operations, and investments in process improvements.

4.2.9. Acquisition of academic and support equipment.

4.2.10. Other Education and General current operating support.

4.3. Transfer - Institutional Discretionary Funds also may be transferred to other funds of the institution, as follows:

4.3.1. to Loan Funds, for use in supporting student loans.

4.3.2. to Plant Funds, for use in supporting capital facilities development and improvement projects.

4.3.3. to Intercollegiate Athletics, for use in supporting the athletics programs.

4.3.4. to other Auxiliary Enterprises, to supplement revenues directly received from operations and dedicated fees.

4.3.5. to institutional quasi-endowment funds, as additions to invested quasi-endowment fund balances.

4.3.6. to other funds with prior approval of the Board of Regents.

4.4. General Priority Guideline - As a general rule, Institutional Discretionary Funds should be applied as a first priority to support of current Education and General or Auxiliary Enterprises expenditures. Decisions to apply the funds toward major capital projects should be considered very carefully by institutional administrations and institutional boards of trustees.

4.5. Specific Responsibilities

4.5.1. The Commissioner will provide forms and instructions for annual reporting of actual expenditures of Institutional Discretionary Funds for the most recent fiscal year, budgeted expenditures (based on estimated receipts) for the current fiscal year, and preliminary estimates of receipts and uses of the funds for the budget request year, as part of the annual appropriated operating budget process. The Commissioner will provide an analytical report of the required information each Fall, for review by the Board of Regents, and such other reports as the Board may request between annual reports.

4.5.2. Each president is responsible to ensure that the proposed budgets and reports of actual expenditures are submitted for timely review by the institutional Board of Trustees prior to submission in the annual budget process, and that all construction, remodeling and landscaping projects in amounts of [~~\$50,000~~] \$250,000 or more funded with Institutional Discretionary Funds are submitted for specific approval by the institutional Board of Trustees.

4.5.3. Institutional Boards of Trustees are responsible for institutional compliance with the policy.

4.6. Annual Audits of Discretionary Fund Expenditures - Annually, each institution's report of actual sources and uses of Institutional Discretionary Funds will be audited. Each institution's chief executive officer shall arrange for the audit, conducted by either the resident auditors or the Regents' audit staff. The annual audit reports will include the auditor's opinion concerning: (a) fairness of presentation in accordance with generally accepted auditing standards for reporting on prescribed format statements; and (b) the institution's compliance with this policy.

(Adopted May 15, 1984; replaced June 24, 1988, June 18, 1993, proposed amendment October 31, 2003.)

MEMORANDUM

October 21, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: University of Utah – UofU Hospitals and Clinics Request to Increase Long-Term Debt

Issue

The University of Utah Hospitals and Clinics is requesting approval to increase its long-term debt obligation. By policy, financing decisions of this type and scope require approval of the Board of Regents.

Discussion

As described in the attached letter from Gordon Crabtree, the University Hospitals and Clinics is requesting \$10 million of additional financing authority for the purpose of acquiring furnishings and equipment for the Orthopedic Center located in Research Park. These purchases are summarized in Attachment 2. The Center is being developed by Wakara Associates and is to be operated via an Operating Agreement between the Orthopedics Department of the School of Medicine and UUHC. Construction of the Center is being financed by the developer, but UUHC has determined that the most cost-effective approach to acquiring furnishings and equipment is UUHC financing. This debt will be serviced from Center operating revenues.

University officials will be available at the Board meeting to provide additional information as needed. Even with this additional debt capacity, the University Hospitals and Clinics will have a favorable ratio of long term debt to capitalization. This request was previously approved by UUHC Board and was approved by the University Board of Trustees on October 13, 2003.

Recommendation

It is the recommendation of the Commissioner that the Board of Regents approve the request by the University of Utah Hospitals and Clinics to increase its long-term debt up to \$10 million.

CHF/MHS
Attachments

Cecelia H. Foxley, Commissioner



Utah State Board of Regents

October 2003

- **Special Request:**
- **Increase Lease/Debt Authority for UUHC**
 - **New—Orthopedics Facility Furniture, Fixtures, and Equipment**
 - **Capital Financing up to \$ 10.0 M**
 - **Average 5 to 7 year term**
 - **Interest Rate at Market (est. to be 3% to 5%)**



Orthopedics Center

- **Type of Equipment:**

- **O/R and Sterile
processing**

\$ 3.6 M

- **Radiology**

\$ 2.5 M

- **Recovery Room**

\$ 0.3 M

- **Clinic Equip**

\$ 0.2 M

- **Other**

\$ 0.5 M

TOTAL

\$ 7.1 M



Approval Steps...

- **Approval by Budget and Finance Committee—
Approved September 25, 2003**
- **Approval of Hospital Board
Approved September 29, 2003**
- **Approval of University Board
Approved October, 2003**
- **Approval of Board of Regents
Request October, 2003**

MEMORANDUM
October 21, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Utah State University – Approval to Seek Revenue Bond to Build Residence Halls, Parking, and Food Services

Issue

Utah State University officials request approval to seek legislative bonding authority to plan, program and construct new residence halls and a parking structure and make improvements to food services.

Background

As described in the attached letter from Vice President Fred Hunsaker, officials at Utah State University have a final financing plan for a proposed project to enhance the campus community. The proposed residence halls will be comprised of 502 new beds, consisting of 75 percent double occupancy and 25 percent single occupancy. The proposed parking terrace will provide 600 stalls for housing residents as well as faculty, staff, students and visitors. The improvements to food service facilities in the Taggart Student Center will help accommodate occupants of the new residence halls.

The amount of the bond to be requested is \$33 million for construction, consisting of approximately \$24.7 million for residence halls, \$7.8 million for the parking structure, and \$400,000 for the food service upgrade. Bond closing and interest costs are estimated at no more than \$5.3. In addition, the University will seek \$2.5 million for the refunding of Housing Life Safety Equipment Lease financing. The project will be self-supportive and not require any state appropriations including operation and maintenance.

The projection for annual housing revenue that is to be used to service the debt is \$1,563,000 for the initial year, with a projected annual increase of 2 percent and with occupancy rates of 90 percent during the academic year and 50 percent during the summer. The projection for annual parking revenue that will be used for debt service is \$495,000. The net revenue of housing, parking, and food service sales has been projected to provide debt service coverage to pledged revenues ratio of at least 1.6.

State Board of Regents
October 21, 2003
Page 2

Recommendation

It is the recommendation of the Commissioner that the Regents approve the request from Utah State University to seek legislative bonding authority for a revenue bond of not more than \$40.7 million to plan, program and construct new residence halls, a parking structure, make improvements to food services, and refund a Housing Life Safety Equipment Lease.

CHF/MHS
Attachments

Cecelia H. Foxley, Commissioner

MEMORANDUM

October 21, 2003

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Southern Utah University – Sale of Donated Property

Issue

Sale of institutional property requires approval of the State Board of Regents. Property sales of considerable size are brought to the Board as action items; sales of small properties are dealt with on the consent calendar.

Background

Southern Utah University proposes the sale of a parcel of donated property located along Highway 56 approximately 3.5 miles west of Cedar City. The exact location is noted on the attached map. The University has owned this property for some time and has been marketing it off and on for the past decade.

The property is 16.87 acres of former agricultural grazing land now zoned as industrial/manufacturing. The offer for the property is at \$12,000 per acre for a total offer price of \$202,440. The offer matches current appraised value. The SUU Board of Trustees approved this sale of donated property at their October 10, 2003, meeting.

Recommendation

It is the recommendation of the Commissioner that the Board of Regents approve the proposed sale of donated property by Southern Utah University.

Attachment
CHF/MHS

Cecelia H. Foxley, Commissioner

October 21, 2003

MEMORANDUM

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Utah Valley State College – Campus Master Plan

Issue

As indicated in the attached letter, Utah Valley State College officials are requesting Board approval for the updated master plan for UVSC. President Bill Sederburg and Vice President Val Peterson will be available at the Board meeting to review the plan approved by the Board of Trustees.

Discussion

In addition to showing the proposed locations of new buildings, the updated Master Plan for UVSC reflects proposed transportation improvements and a rotation of the baseball field to accommodate a proposed baseball stadium. The Plan also reflects completion of the Liberal Arts Building on the Orem Campus, completion of the Wasatch Campus Building, and acquisition of the Vineyard Elementary School and Alpine Life and Learning Complex.

Recommendation

It is the recommendation of the Commissioner that the Board of Regents review the Utah Valley State College Master Plan, ask questions of College representatives present at the Board meeting, and if satisfied, approve the College's Master Plan.

Cecelia H. Foxley, Commissioner

CHF/MHS
Attachments

MEMORANDUM
October 22, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Action: Consent Calendar, Finance, Facilities, and Accountability Committee

It is the recommendation of the Commissioner that the Regents approve the following items on the Finance Facilities, and Accountability Committee Consent Calendar:

A. USHE - Proposed Elimination of Policy R537 (Attachment 1). In response to the implementation of the accounting standards known as Governmental Accounting Standards Board (GASB) 34 and 35, in 2001, the Regents amended policy R562, *Reporting of Summer School Revenue and Expenses* (Attachment 1). In summary, GASB establishes generally accepted accounting principles (GAAP) for governmental entities, including public colleges and universities. GASB 34 and 35 require expenditures and revenues to fall in the fiscal year in which they are incurred. Because a single summer term falls into two accounting periods, GAAP effectively splits summer term revenues and expenditures into two accounting periods. Prior to the GASB 35 requirements, institutions were allowed to defer revenues and expenditures from summer term to the new fiscal year. This was desirable because the financial reporting period matched the academic year for purposes of cost studies, tuition rates, enrollment reporting, and other items. In order to maintain the consistency of state budget reporting matching with the fiscal year, R562 requires institutions to continue deferring revenues and expenditures for state budget reporting purposes, even though the audited financial statements would split summer, as GASB requires.

After reporting under this policy for FY 2001-02, a number of institutional budget officers questioned the appropriateness of not following GAAP because of (1) the additional accounting codes and entries that must be made to account for summer two ways, (2) concerns regarding consistency as institutions report under models not following GAAP, (3) potential questions related to inconsistencies with audited financial statements, (4) for most campuses, the immateriality of the differences between reporting under the two different methods.

After discussion with USHE finance and budget officials, the group has agreed to follow GAAP for state budget reporting as well as the financial statements. To facilitate this, it is recommended that R562 be eliminated. Concerns were raised regarding (1) financial information no longer matching up to the fiscal year, (2) different tuition rates being in effect during a fiscal year, (3) a change in reporting that would effect historical comparisons, and (4) budget implications for summer term. However, it was determined that these concerns are secondary, and not materially significant at most institutions.

UCAT is not affected by this policy because it does not have summer terms, or any academic terms, because of its open-entry/open-exit instruction model.

- B. OCHE -- Monthly Investment Report (Attachment 2).** Board Policy R541, Management and Reporting of Institutional Investments, requires the Finance, Facilities, and Accountability Committee of the Regents to review and approve the investment report of the Office of the Commissioner on a regular basis. All operating funds of the Office of the Commissioner are invested with the University of Utah Cash Management Pool. The investment report for July 1, 2003 through October 1, 2003 for the Office of the Commissioner is attached.
- C. UofU and USU -- Capital Facilities Delegation Reports (Attachment 3).** In accordance with the capital facilities delegation policy adopted by the Regents and by the State Building Board, the attached reports are submitted to the Board for review. Officials from the institutions will be available to answer any questions that the Regents may have.
- D. USU Sale of Donated Property (Attachment 4).** As stated in the attached letter from Vice President Fred Hunsaker, Utah State University will accept the donation of a residential property consisting of a residence and 0.46 acres. The University requests permission to sell the property, valued at approximately \$198,000, with the proceeds of the sale, at the donor's request, helping to fund the Theodore H. Daniel Graduate Fellowship for Research.
- E. Southern Utah University - Acceptance of Donated Property (Attachment 5).** As described in the attached letter from Vice President Greg Stauffer, SUU proposes to accept ownership through donation of a 0.25 acre parcel of vacant property in Cedar City. The property is donated by the Festival City Development Foundation for use by the props studio of the Utah Shakespearean Festival.
- F. Snow College -- Property Exchange with Sevier School District (Attachment 6).** As stated in the attached letter from President Michael Benson, Snow College requests Regent consent for property exchanges with Sevier School District. Snow College will receive title for two parcels of 2.5 acres and 5.2 acres and Snow College will transfer title for one parcel of 6.7 acres. Both the College and the District consider the property exchanges to be of approximately equivalent value. They also believe that these exchanges facilitate the long-term plans of both organizations.

Cecelia H. Foxley, Commissioner

CHF/MHS/jv
Attachments

R562, Reporting of Summer School Revenue and Expenses

R562-1. Purpose

To establish the consistent reporting of summer school revenues and expenses in relation to fiscal year closings and state budgeting within the Utah System of Higher Education.

R562-2. References

2.1. Utah Code [§53B-6-102](#) (Standardized Systems Prescribed by the Board)

R562-3. Definitions

3.1. Fiscal Year - The twelve month period beginning each July 1 and ending the following June 30. The period for which an institution's financial activity is reported and audited.

3.2. Summer Term - The period(s) of instruction that fall between the conclusion of an institution's Winter/Spring Semester and the beginning of its Fall Semester.

R562-4. Policy

4.1. Consistent Treatment of Summer Term for Financial Reporting - Revenues and expenses associated with Summer Term of each USHE institution shall be accounted for on a fiscal year basis in accordance with generally accepted accounting principles.

4.2. Consistent Treatment of Summer Term for State Budgeting - For State of Utah budgeting purposes, revenues and expenses associated with Summer Term of each USHE institution shall be reported in the fiscal year following the fiscal year in which the term begins.

4.3. Reconciliation of State Budgeting and Financial Reporting - Following the conclusion of each fiscal year, each USHE institution shall submit a reconciliation of summer term revenues and expenses prepared for state budgeting purposes and summer term revenues and expenses prepared for financial reporting purposes. The Office of the Commissioner shall be responsible for maintaining a standard form for such reconciliation.

(Adopted November 14, 1997; amended August 3, 2001.)

MEMORANDUM

October 21, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Administrative Efficiencies – Collaborative Opportunities Among Institutions

Issue

Regents have received progress reports in two recent Board meetings regarding the topic of Administrative Collaboration. While some progress has been made, Regents have expressed the need to either move these topics to a higher level of activity or move them off the agenda. The Council of Presidents and the Commissioner have a proposal which could accomplish this higher level of activity.

Background

In each of the six topic areas listed below there are existing system-wide higher education groups which could be charged to carry on the discussion of collaboration. Indeed, some efficiencies and collaborative activities which were initiated by the presidential task forces are already underway within these groups and can be continued. It is proposed that each topic be assigned to a group, and that each group be asked to include administrative efficiencies and collaboration as ongoing agenda items for the respective group. In addition, each group would be asked to forward a report of their activities to the Commissioner for inclusion in a quarterly update to the Regents. A listing of the groups includes:

<u>Topic</u>	<u>System-wide Working Group</u>
1. Administrative Data Processing	CIOs (Chief Information Officers)
2. Facilities Management	UAPPA (Higher education facilities administrators)
3. Purchasing	UPAC (Utah Procurement Council, including State Purchasing Director)
4. Human Resources	UHEPAC (Utah Higher Education Personnel Advisory Committee)
5. Financial Aid Processing	Institutional financial aid directors with UHEAA personnel
6. Voluntary Academic Program Partnerships	CAOs (Chief Academic Officers)

State Board of Regents
October 21, 2003
Page 2

Attached to this memorandum is a draft of such a quarterly report. If this proposed plan of action seems agreeable to the Board, the Commissioner will delegate a staff member to communicate with each group regarding this new assignment. The Council of Presidents have agreed to communicate this message to their staff who serve as members of the various working groups. Each of these groups already meets at least three times a year. Most meet quarterly. In each case, this new assignment should add an important new dimension to their ongoing activities.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents receive quarterly progress reports regarding administrative collaboration and provide comments or suggestions, as needed, to the collaboration working groups.

Cecelia H. Foxley, Commissioner

CHF/MHS
Attachment

Progress Report
USHE ADMINISTRATIVE COLLABORATION
October 27, 2003

<i>Topic</i>	<i>Institutions</i>	<i>Summary of Activity</i>	<i>Next Steps</i>
Administrative Data Processing	WSU, Snow, DSC, UVSC, SLCC	<ol style="list-style-type: none"> 1. Eight "Banner" institutions share consultants 2. SUU's DBA help Snow and CEU with set-up 3. UEN pilot project with WebCT "VISTA" for Web-based Course Management 	<ol style="list-style-type: none"> 1. Monitor and share successes when Banner Finance goes live at 6 institutions 2. Assess viability of multi-campus use of UEN "VISTA" license 3. Seven inst. share preparation for Banner Student Implementation
Facilities Management	CEU, UVSC	<ol style="list-style-type: none"> 1. Use UAPPA (Higher Education Facilities Group) as forum for sharing and problem solving 2. UAPPA members participate in review of Q&P 3. Use 2004 Legislative session to test accuracy of new O&M formula 	<ol style="list-style-type: none"> 1. Bring Collaboration ideas to next UAPPA meeting 2. Refine O&M formula 3. UU and USU share successes with energy and lighting controls
Purchasing	Snow, CEU, UVSC	<ol style="list-style-type: none"> 1. Use UPAC (Utah Procurement Advisory Council) as forum for sharing and problem solving 2. OCHE (Jerry Fullmer) negotiate discounts with key software vendors, such as: <ul style="list-style-type: none"> * Microsoft (desktop) 17% discount - 11 sites * NAI (anti-virus) 40% discount - 11 sites * Novell (network, email) 42% discount - 11 sites * Oracle (database) 60% discount - 10 sites * SCT Banner (adm. software) 50% discount - 8 sites * Sun (operating system) 37% discount - 10 sites * WebCT (course mgt) 10% discount - 9 sites 	<ol style="list-style-type: none"> 1. Explore state and regional purchasing cooperatives 2. Re-negotiate software contracts as they come up for renewal

<i>Topic</i>	<i>Institutions</i>	<i>Summary of Activity</i>	<i>Next Steps</i>
Human Resources	UU, USU, WSU, Snow, CEU, UVSC, SLCC	<ol style="list-style-type: none"> 1. Use UHEPAC (Utah Higher Education Personnel Advisory Committee) as forum for sharing and problem solving 2. WSU collect comparison salary data to share with others 3. OCHE conduct Equity Survey during Fall 2003 4. UU train USU on shared software 	<ol style="list-style-type: none"> 1. All bring Collaboration ideas to next UHEPAC meeting 2. Discuss WSU data and OCHE Equity survey
Financial Aid Processing	WSU, SUU, Snow, CEU, UVSC, SLCC, & UHEAA	<ol style="list-style-type: none"> 1. Pres. Huddleston initiated discussion via May 2003 conference call among 7 institutions 2. Consideration of shared transaction processing will await UHEAA and 8 institutions cooperatively developing Banner student financial aid module 3. UHEAA "OneLINK" and "OneSource" now developed for use in consolidation of loan processing 4. Eight institutions use UHEAA's single-point-of-service loan processing and electronic funds transfer (EFT) 5. Student loan counseling facilitated by several institutions using Mapping Your Future web site supported by UHEAA and other guaranty agencies 	<ol style="list-style-type: none"> 1. Complete conversion to Banner financial aid system over next 12 to 24 months 2. Longer-range, cooperative evaluation of shared use back-room transaction processing functions, while maintaining on-site professional staff to work with student having problems 3. Increased use of shared resources for "entrance" and "exit" counseling of borrowers
Academic Program Partnerships	All	(List of program partnerships is currently being compiled)	<ol style="list-style-type: none"> 1. Compile up-to-date list of existing program partnerships 2. Update list quarterly with new partnerships

October 21, 2003

MEMORANDUM

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: State Building Board Capital Development Recommendations

Issue

Each year at this time the State Building Board produces a ranked list of Capital Development Projects as well as an unranked list of Other Funds Projects which it forwards to the Governor and the Legislature for their consideration. This year's list is included as Attachment 1.

Background

The Utah State Building Board, working in conjunction with the State Division of Facilities Construction Management (DFCM), has statutory oversight responsibility for state buildings and property. Included in the Board's role is an assignment to review and prioritize requests for new state-funded buildings which state agencies, including higher education, intend to submit for funding from the Legislature. The Building Board held a meeting on Wednesday, October 1, to hear presentations regarding twenty-three proposed capital development projects. The Building Board and DFCM staff had previously made site visits to many of the proposed projects.

At its next meeting, held on Thursday, October 16, Building Board members discussed and then ranked each of the twenty-three projects. The first ranked item is the general request for Capital Improvement Funding (formerly referred to as AR&I), of which a substantial portion will likely be devoted to improvements in higher education facilities. Starting with item two, individual projects are ranked two through twenty-four. Although several higher education projects received a high ranking, the order established by the Building Board deviates somewhat from the ranking established by the Board of Regents. On Attachment 1, we have inserted into the Building Board document a new second column indicating the Regents' ranking for each higher education project.

Three additional points should be made. First, the three Multi-Agency Centers were highly ranked and ranked as a group because they will likely be proposed for a separate Lease Revenue Bond and will therefore not compete for funding on a General Obligation Bond. Their special status means that the G.O. Bond list of individual projects begins with the Weber State University project.

State Board of Regents
October 30, 2002
Page 2

Second, based on public discussion among members of the Building Board, it was evident that if they had some assurance that the Legislature and the Governor would consider "phased funding" they would have given a higher ranking to the University of Utah's Marriott Library. However, the Building Board was directed by Chair Larry Jardine to consider Marriott Library as one project with one dollar amount.

Third, it should be noted that there were specific comments associated with the low rankings given to projects from USU and UVSC. In the case of USU's project, it was noted by one Board member that USU received a large project the previous year and could afford to receive a low ranking this year. Other Board members seemed to concur. In the case of UVSC's project, a Board member noted that he had learned that a much stronger case could be made next year when some private funding was in place, and he suggested that the project could be postponed. Again, other Board members concurred based on the statement by one Board member.

While the Building Board has given a high ranking to some higher education projects, we will continue to present the full list of critical higher education needs and will forward to the Governor and to the Legislative Capital Facilities Appropriations Subcommittee the Board of Regents' prioritized list of Capital Development Project requests.

Recommendation

No action is needed. This is an information item only.

Cecelia H. Foxley, Commissioner

Attachment

CHF/MHS

Building Board
Capital Development Priority List
Approved October 16, 2003

Building Board Priority	SBR Rank	Agency/Institution	Project	State Funds Requested	Cumulative State Funds
1		All Agencies/Institutions	Capital Improvement Funds	\$53,750,000	\$53,750,000
2		Multi-Agency	New Ogden Regional Center	8,914,000	62,664,000
3		Multi-Agency	Moab Regional Center Purchase	1,450,000	64,114,000
4		Multi-Agency	Logan Regional Center	5,164,000	69,278,000
5	1	WSU	Reed K. Swensen Building Renov.	5,569,000	74,847,000
6		National Guard	Salt Lake/Davis Readiness Center	2,719,000	77,566,000
7		Public Safety	Education/Training Center @ SLCC	235,000	77,801,000
8		UCAT/Uintah Basin	UBATC/USU Vernal Campus	10,525,000	88,326,000
9		UCAT/Bridgerland	BATC Advanced Technology Bldg.	3,550,000	91,876,000
10	6	DSC	Health Sciences Building	15,626,000	107,502,000
11	4	SLCC	Health Sciences Building	26,657,000	134,159,000
12	2	UofU	Marriott Library Renovation & ASRS	45,035,000	179,194,000
13	7	SUU	Teacher Education Building	10,545,000	189,739,000
14		Courts	Tooele Courthouse	7,103,000	196,842,000
15	8	CEU	San Juan Library & Health Sciences	4,240,000	201,082,000
16	9	Snow College	Library/Classroom Building	9,179,000	210,261,000
17		Courts	Cedar Court Land Purchase	500,000	210,761,000
18		Human Services	Developmental Center Residential	3,012,000	213,773,000
19		Public Education	Deaf & Blind Salt Lake Facility	11,508,000	225,281,000
20		Natural Resources	Special Forces Facility Replacement	1,305,000	226,586,000
21	5	USU	Animal Science Building Renovation	5,475,000	232,061,000
22	3	UVSC	Digital Learning Center	32,500,000	264,561,000
23		Corrections	Purchase & Adaptation of Oxbow Jail	15,703,000	280,264,000
24		Natural Resources	New Campgrounds in 4 Rural Parks	4,657,000	284,921,000
				<u>284,921,000</u>	

Notes:

The Building Board gave several projects a lower ranking to indicate that further analysis is needed with the intent of considering them for funding next year. At its November 5, 2003 meeting, the Board will incorporate its priority list into a Five-Year Building Plan.

The above list only reflects requests for state funds. Several of these projects also include funds from other sources. The Board also recommended a number of projects that are funded entirely from other sources. These projects will be presented on a separate list

Other Nonstate Funds:

1	UofU	Dept. of Chemistry Gauss Haus	\$7,600,000
2	UofU	College of Health Academic Facility	15,000,000
3	UofU	College of Mines & Earth Sciences - Geology & Geophysic Bldg.	21,400,000
4	UofU	West Parking Terrace Replacement	12,500,000
5	USU	West Housing/Parking Complex	35,500,000
6	USU	Child Care Facility	2,000,000
7	UCAT	Davis ATC Entrepreneurial Bldg.	1,835,000
			<u>\$95,835,000</u>

MEMORANDUM

October 22, 2003

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: USHE – Fall 2003-04 Enrollment Report

Issue

The attached report summarizes the 2003-04 USHE Summer and Fall 3rd week enrollment figures for all institutions except UCAT. UCAT's open-entry, open-exit, competency-based education precludes them from reporting at Fall 3rd Week. Excluding UCAT, total budget-related and self-supporting student FTE for Fall 2003 at 3rd week was 99,249. The 99,249 FTE represents system growth of 1,160 FTE -- a 1.2% overall increase in FTE when compared with the same period last year. The system headcount for Fall Semester at 3rd week was 140,933 students -- a 1.7% increase over last year.

Background

Summer and Fall 3rd week enrollments are arrayed in the attached report and tables. Enrollments have been reported in compliance with Board policy. Budget-related and self-supporting figures for both Summer and Fall 3rd Week Semesters are included. Estimated annualized numbers for 2003-04 are included as well. These estimates, found in Table 1 of the report, will be incorporated into the USHE 2004-05 operating budget request.

This item is for information only. No action is required.

Cecelia H. Foxley, Commissioner

CHF/MHS/jv

UTAH SYSTEM OF HIGHER EDUCATION
2003-2004 Fall Semester 3rd Week Enrollment Report

Methodology

After the end of Summer Semester and after the fifteenth day of Fall Semester, USHE institutions (excluding UCAT) send data files to the Commissioner's Office containing headcount and FTE enrollment data. From these data, OCHE staff members prepare reports summarizing institutional and system-wide enrollments for the two semesters. Actual Fall and Summer Semester figures are used to estimate academic year FTE by utilizing weighted historical ratios.

This report complies with Board policy requiring institutions to report budget-related and self-supporting enrollments according to a prescribed set of enrollment definitions. The report also complies with other system-wide enrollment definitions and standards. Table one shows budget-related student enrollments only while table two reflects self-supporting student enrollments. Tables three through six report both budget-related, and budget-related and self-supporting, student enrollments arrayed in various meaningful formats. Only budget-related student enrollment projections (found on Table 1) are used for requesting state operating funding.

Summary Information

Budget-related FTE enrollments for Fall 2003 Semester compared to Fall 2002 Semester are summarized below. Self-supporting enrollments for the same period are also summarized below. Self-supporting courses include correspondence courses, certain contract courses, conferences, workshops, out-of-state courses, external instruction courses, certain concurrent enrollment courses, and remedial courses at UofU, USU, WSU and SUU. No state operating funding is requested for these courses.

Fall 2002 Compared to Fall 2003

Institution	Budget-Related FTE Enrollment			Self-Supporting FTE Enrollment			Total FTE		
	Fall 2002	Fall 2003	% Change	Fall 2002	Fall 2003	% Change	Fall 2002	Fall 2003	% Change
UofU	23,099	23,234	0.6%	117	192	64.10%	23,216	23,426	0.90%
USU	15,974	16,319	2.2%	1,136	915	-19.50%	17,110	17,234	0.70%
WSU	12,448	12,519	0.6%	601	1,194	98.70%	13,049	13,713	5.10%
SUU	4,762	4,788	0.5%	199	134	-32.70%	4,961	4,922	-0.80%
Snow	2,682	2,573	-4.0%	300	307	2.30%	2,982	2,880	-3.40%
DSC	4,161	4,298	3.3%	99	127	28.30%	4,260	4,425	3.90%
CEU	1,949	1,769	-9.3%	71	133	87.30%	2,020	1,902	-5.80%
UVSC	14,882	14,865	-0.1%	1,379	1,448	5.00%	16,261	16,313	0.30%
SLCC	14,062	14,214	1.1%	168	220	31.00%	14,230	14,434	1.40%
Total	94,020	94,579	0.6%	4,070	4,670	14.70%	98,089	99,249	1.20%

The following table summarizes the increases in headcount enrollments.

Total Enrollment Headcount Fall 2002 Compared to Fall 2003			
Institution	Fall 2002	Fall 2003	% Change
UofU	29,921	29,878	-0.10%
USU	22,848	23,474	2.70%
WSU	18,654	19,167	2.80%
SUU	5,881	6,048	2.80%
Snow	3,768	4,036	7.10%
DSC	7,473	7,682	2.80%
CEU	2,646	2,692	1.70%
UVSC	23,609	23,803	0.80%
SLCC	23,826	24,153	1.40%
Total	138,625	140,933	1.70%

Detailed Information

The attached tables provide the following information:

Table 1	2003-04 Budget-Related FTE Enrollments for Summer and Fall Semesters with 2003-04 Academic Year FTE Projections and Annualized Year FTE Projections
Table 2	2003-04 Self-Supporting FTE Enrollments for Summer and Fall Semesters with 2003-04 Academic Year FTE Projections and Annualized Year FTE Projections
Table 3	Budget-Related FTE Enrollments: Fall Semester 2003 Compared to Fall Semester 2002
Table 4	Total Budget-Related and Self-Supporting FTE Enrollments: Fall Semester 2003 Compared to Fall Semester 2002 with Academic Year FTE Projections and Annualized Year FTE Projections
Table 5	Total Budget-Related and Self-Supporting Headcount Enrollments: Fall Semester 2003 Compared to Fall Semester 2002
Table 6	Total Budget-Related and Self-Supporting FTE Enrollments: Summer Semester 2003 Compared to Summer Semester 2002
Table 7	Total Budget-Related and Self-Supporting Headcount Enrollments: Summer Semester 2003 Compared to Summer Semester 2002

Table 1

October 22, 2003

USHE 2003-04 Fall 3rd Week Enrollment Report

Budget-related FTE Enrollments

Summer End-of-term, Fall 3rd Week, Projected Academic Year, and Projected Annualized Year

Institution and Line Item	Summer 2003 Budget-related FTE			Fall 2003 Budget-related FTE			Projected 2003-04 Academic Year Budget-related FTE			Projected 2003-04 Annualized Year Budget-related FTE		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah												
Education and General	5,808	1,195	7,003	18,971	3,337	22,308	18,785	3,244	22,029	21,689	3,842	25,531
School of Medicine - MD	5	3	8	352	59	411	338	57	395	341	59	400
School of Medicine - Non-MD	64	59	123	266	176	442	248	161	409	280	191	471
School of Medicine - Physician Assistant	63	9	72	53	20	73	53	20	73	85	25	110
Subtotal - UU	5,940	1,266	7,206	19,642	3,592	23,234	19,424	3,482	22,906	22,395	4,117	26,512
Utah State University												
Education and General	1,836	594	2,430	11,989	2,184	14,173	11,793	2,096	13,889	12,711	2,393	15,104
Uintah Basin Continuing Ed. Center	341	0	341	813	0	813	954	0	954	1,125	0	1,125
Southeast Utah Continuing Ed. Center	59	0	59	126	0	126	128	0	128	158	0	158
Brigham City Continuing Ed. Center	151	3	154	373	6	379	392	8	400	468	10	478
Tooele/Wasatch Continuing Ed. Center	403	2	405	828	0	828	824	0	824	1,026	1	1,027
Subtotal - USU	2,790	599	3,389	14,129	2,190	16,319	14,091	2,104	16,195	15,488	2,404	17,892
Weber State University												
Education and General	2,862	174	3,036	11,816	703	12,519	11,812	677	12,489	13,243	764	14,007
Southern Utah University												
Education and General	842	126	968	4,288	500	4,788	4,288	479	4,767	4,709	542	5,251
Snow College												
Education and General	180	29	209	2,307	266	2,573	2,249	258	2,507	2,339	273	2,612
Applied Technology Education ⁽¹⁾	46	0	46	0	0	0	0	0	0	23	0	23
Subtotal - Snow	226	29	255	2,307	266	2,573	2,249	258	2,507	2,362	273	2,635
Dixie State College												
Education and General	500	58	558	3,878	420	4,298	3,735	385	4,120	3,985	414	4,399
College of Eastern Utah												
Education and General	220	6	226	1,348	56	1,404	1,335	52	1,387	1,445	55	1,500
San Juan Center	168	1	169	363	2	365	375	4	379	459	5	464
Subtotal - CEU	388	7	395	1,711	58	1,769	1,710	56	1,766	1,904	60	1,964
Utah Valley State College												
Education and General	3,249	725	3,974	13,099	1,766	14,865	13,143	1,712	14,855	14,768	2,075	16,843
Salt Lake Community College												
Education and General	4,490	276	4,766	13,624	590	14,214	13,483	655	14,138	15,728	793	16,521
TOTAL - USHE	21,287	3,260	24,547	84,494	10,085	94,579	83,935	9,808	93,743	94,582	11,442	106,024
TOTAL - USHE (without UU SOM MD)	21,282	3,257	24,539	84,142	10,026	94,168	83,597	9,751	93,348	94,241	11,383	105,624

(1) FTE for the Snow ATE line item are only reported at the end of each term because of the open-entry, open-exit instruction.

(2) Still includes students receiving more than a 50% HB75 non-resident waiver.

Table 2

October 22, 2003

USHE 2003-04 Fall 3rd Week Enrollment Report

Self-supporting FTE Enrollments

Summer End-of-term, Fall 3rd Week, Projected Academic Year, and Projected Annualized Year

Institution and Line Item	Summer 2003 Self-supporting FTE			Fall 2003 Self-supporting FTE			Projected 2003-04 Academic Year Self-supporting FTE			Projected 2003-04 Annualized Year Self-supporting FTE		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah												
Education and General	496	174	670	162	29	191	33	4	37	281	91	372
School of Medicine - MD	0	0	0	0	0	0	0	0	0	0	0	0
School of Medicine - Non-MD	7	4	11	1	0	1	1	0	1	5	2	7
School of Medicine - Physician Assistant	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal - UU	503	178	681	163	29	192	34	4	38	286	93	379
Utah State University												
Education and General	760	23	783	776	15	791	558	19	577	938	31	969
Uintah Basin Continuing Ed. Center	17	0	17	1	0	1	1	0	1	10	0	10
Southeast Utah Continuing Ed. Center	7	0	7	7	0	7	6	0	6	10	0	10
Brigham City Continuing Ed. Center	9	0	9	83	1	84	82	1	83	87	1	88
Tooele/Wasatch Continuing Ed. Center	78	0	78	32	0	32	24	0	24	63	0	63
Subtotal - USU	871	23	894	899	16	915	671	20	691	1,108	32	1,140
Weber State University												
Education and General	507	260	767	714	480	1,194	191	463	654	445	593	1,038
Southern Utah University												
Education and General	515	5	520	130	4	134	61	2	63	319	5	324
Snow College												
Education and General	3	1	4	307	0	307	470	0	470	472	1	Tab
Applied Technology Education ⁽¹⁾	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal - Snow	3	1	4	307	0	307	470	0	470	472	1	473
Dixie State College												
Education and General	31	0	31	106	21	127	81	17	98	97	17	114
College of Eastern Utah												
Education and General	52	3	55	105	1	106	158	1	159	184	3	187
San Juan Center	0	0	0	27	0	27	24	0	24	24	0	24
Subtotal - CEU	52	3	55	132	1	133	182	1	183	208	3	211
Utah Valley State College												
Education and General	187	226	413	989	459	1,448	1,177	280	1,457	1,271	393	1,664
Salt Lake Community College												
Education and General	116	4	120	209	11	220	25	1	26	83	3	86
TOTAL - USHE	2,785	700	3,485	3,649	1,021	4,670	2,892	788	3,680	4,289	1,140	5,429
TOTAL - USHE (without UU SOM MD)	2,785	700	3,485	3,649	1,021	4,670	2,892	788	3,680	4,289	1,140	5,429

(1) FTE for the Snow ATE line item are only reported at the end of each term because of the open-entry, open-exit instruction.

Table 3

October 22, 2003

USHE 2003-04 Fall 3rd Week Enrollment Report

Budget-related FTE Enrollments

Fall 2003 3rd Week compared to Fall 2002 3rd Week

Institution and Line Item	Fall 2002 Budget-related FTE			Fall 2003 Budget-related FTE			Fall 2003 Above/(Below) Fall 2002			Fall 2003 % Change from Fall 2002		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah												
Education and General	18,911	3,308	22,219	18,971	3,337	22,308	60	29	89	0.3%	0.9%	0.4%
School of Medicine - MD	352	67	419	352	59	411	0	(8)	(8)	0.0%	-11.9%	-1.9%
School of Medicine - Non-MD	229	159	388	266	176	442	37	17	54	16.2%	10.8%	13.9%
School of Medicine - Physician Assistant	59	14	73	53	20	73	(6)	6	0	-10.2%	42.9%	0.0%
Subtotal - UU	19,551	3,548	23,099	19,642	3,592	23,234	91	44	135	0.5%	1.2%	0.6%
Utah State University												
Education and General	11,835	2,139	13,974	11,989	2,184	14,173	154	45	199	1.3%	2.1%	1.4%
Uintah Basin Continuing Ed. Center	759	0	759	813	0	813	54	0	54	7.1%	n/a	7.1%
Southeast Utah Continuing Ed. Center	105	0	105	126	0	126	21	0	21	20.5%	n/a	20.5%
Brigham City Continuing Ed. Center	319	3	321	373	6	379	55	3	58	17.1%	109.1%	17.9%
Tooele/Wasatch Continuing Ed. Center	815	0	815	828	0	828	13	(0)	13	1.6%	-100.0%	1.6%
Subtotal - USU	13,832	2,142	15,974	14,129	2,190	16,319	297	48	345	2.1%	2.3%	2.2%
Weber State University												
Education and General	11,747	701	12,448	11,816	703	12,519	69	2	71	0.6%	0.3%	0.6%
Southern Utah University												
Education and General	4,270	492	4,762	4,288	500	4,788	18	8	26	0.4%	1.6%	0.5%
Snow College												
Education and General	2,217	260	2,476	2,307	266	2,573	90	6	97	4.1%	2.5%	3.9%
South Postsecondary	204	1	205				(204)	(1)	(205)	-100.0%	-100.0%	-100.0%
Applied Technology Education ⁽¹⁾				0	0	0	0	0	0	n/a	n/a	n/a
Subtotal - Snow	2,420	261	2,682	2,307	266	2,573	(113)	5	(109)	-4.7%	1.9%	-4.0%
Dixie State College												
Education and General	3,756	405	4,161	3,878	420	4,298	122	15	137	3.2%	3.7%	3.3%
College of Eastern Utah												
Education and General	1,566	64	1,630	1,348	56	1,404	(218)	(8)	(226)	-13.9%	-12.1%	-13.9%
San Juan Center	318	1	319	363	2	365	45	1	46	14.2%	36.1%	14.3%
Subtotal - CEU	1,884	65	1,949	1,711	58	1,769	(173)	(7)	(180)	-9.2%	-11.0%	-9.3%
Utah Valley State College												
Education and General	13,195	1,687	14,882	13,099	1,766	14,865	(96)	79	(16)	-0.7%	4.7%	-0.1%
Salt Lake Community College												
Education and General	13,690	373	14,062	13,624	590	14,214	(66)	217	152	-0.5%	58.4%	1.1%
TOTAL - USHE	84,346	9,673	94,020	84,494	10,085	94,579	148	412	559	0.2%	4.3%	0.6%
TOTAL - USHE (without UU SOM MD)	83,994	9,606	93,601	84,142	10,026	94,168	148	420	567	0.2%	4.4%	0.6%

(1) FTE for the Snow ATE line item are only reported at the end of each term because of the open-entry, open-exit instruction.

Table 4

October 22, 2003

USHE 2003-04 Fall 3rd Week Enrollment Report

Budget-related and Self-supporting FTE Enrollments

Fall 2003 3rd Week compared to Fall 2002 3rd Week, with Projected Academic Year and Projected Annualized Year

Institution and Line Item	Fall 2002 Budget-related/Self-supporting FTE			Fall 2003 Budget-related/Self-supporting FTE			Fall 2003 Above/(Below) Fall 2002			Fall 2003 % Change from Fall 2002			Projected 2003-04 Academic Year Budget-related/Self-supporting FTE			Projected 2003-04 Annualized Year Budget-related/Self-supporting FTE		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah																		
Education and General	19,005	3,330	22,335	19,133	3,366	22,499	128	36	164	0.7%	1.1%	0.7%	18,818	3,248	22,066	21,970	3,933	25,903
School of Medicine - MD	352	67	419	352	59	411	0	(8)	(8)	0.0%	-11.9%	-1.9%	338	57	395	341	59	400
School of Medicine - Non-MD	229	159	388	267	176	443	38	17	55	16.4%	10.8%	14.1%	249	161	410	285	193	478
School of Medicine - Physician Assistant	59	14	73	53	20	73	(6)	6	0	-10.2%	42.9%	0.0%	53	20	73	85	25	110
Subtotal - UU	19,645	3,570	23,216	19,805	3,621	23,426	160	51	210	0.8%	1.4%	0.9%	19,458	3,486	22,944	22,681	4,210	26,891
Utah State University																		
Education and General	12,816	2,150	14,965	12,765	2,199	14,964	(51)	49	(1)	-0.4%	2.3%	0.0%	12,351	2,115	14,466	13,649	2,424	16,073
Uintah Basin Continuing Ed. Center	770		770	814	0	814	44	0	44	5.7%	n/a	5.7%	955	0	955	1,135	0	1,135
Southeast Utah Continuing Ed. Center	106		106	133	0	133	27	0	27	25.9%	n/a	25.9%	134	0	134	168	0	168
Brigham City Continuing Ed. Center	419	3	422	456	7	463	37	4	41	8.8%	143.9%	9.7%	474	9	483	555	11	566
Tooele/Wasatch Continuing Ed. Center	847	0	847	860	0	860	13	(0)	13	1.6%	-100.0%	1.6%	848	0	848	1,089	1	1,090
Subtotal - USU	14,958	2,153	17,110	15,028	2,206	17,234	70	53	124	0.5%	2.5%	0.7%	14,762	2,124	16,886	16,596	2,436	19,032
Weber State University																		
Education and General	12,013	1,036	13,049	12,530	1,183	13,713	517	147	664	4.3%	14.2%	5.1%	12,003	1,140	13,143	13,688	1,357	15,045
Southern Utah University																		
Education and General	4,459	502	4,961	4,418	504	4,922	(41)	2	(39)	-0.9%	0.3%	-0.8%	4,349	481	4,830	5,028	547	5,575
Snow College																		
Education and General	2,501	260	2,760	2,614	266	2,880	113	6	120	4.5%	2.5%	4.3%	2,719	258	2,977	2,811	274	3,085
South Postsecondary	220	1	221				(220)	(1)	(221)	-100.0%	-100.0%	-100.0%	2,719	258	2,977	2,811	274	3,085
Applied Technology Education ⁽¹⁾				0	0	0	0	0	0	n/a	n/a	n/a	0	0	0	23	0	23
Subtotal - Snow	2,721	261	2,982	2,614	266	2,880	(107)	5	(102)	-3.9%	1.9%	-3.4%	5,438	516	5,954	5,645	548	6,193
Dixie State College																		
Education and General	3,851	409	4,260	3,984	441	4,425	133	32	165	3.5%	7.9%	3.9%	3,816	402	4,218	4,082	431	4,513
College of Eastern Utah																		
Education and General	1,619	64	1,682	1,453	57	1,510	(166)	(7)	(172)	-10.2%	-10.6%	-10.2%	1,493	53	1,546	1,629	58	1,687
San Juan Center	336	1	338	390	2	392	54	1	54	16.0%	36.1%	16.1%	399	4	403	483	5	488
Subtotal - CEU	1,955	65	2,020	1,843	59	1,902	(112)	(6)	(118)	-5.7%	-9.5%	-5.8%	1,892	57	1,949	2,112	63	2,175
Utah Valley State College																		
Education and General	14,206	2,055	16,261	14,088	2,225	16,313	(118)	170	52	-0.8%	8.3%	0.3%	14,320	1,992	16,312	16,039	2,468	18,507
Salt Lake Community College																		
Education and General	13,855	376	14,231	13,833	601	14,434	(22)	225	203	-0.2%	59.6%	1.4%	13,508	656	14,164	15,811	796	16,607
TOTAL - USHE	87,661	10,428	98,089	88,143	11,106	99,249	482	678	1,160	0.5%	6.5%	1.2%	89,546	10,854	100,400	101,682	12,856	114,538
TOTAL - USHE (without UU SOM MD)	87,309	10,361	97,670	87,791	11,047	98,838	482	686	1,168	0.6%	6.6%	1.2%	89,208	10,797	100,005	101,341	12,797	114,138

(1) FTE for the Snow ATE line item are only reported at the end of each term because of the open-entry, open-exit instruction.

Table 5

October 22, 2003

USHE 2003-04 Fall 3rd Week Enrollment Report

Budget-related and Self-supporting Headcount Enrollments

Fall 2003 3rd Week compared to Fall 2002 3rd Week

Institution and Line Item	Fall 2002 Budget-related/Self-supporting Headcount			Fall 2003 Budget-related/Self-supporting Headcount			Fall 2003 Above/(Below) Fall 2002			Fall 2003 % Change from Fall 2002		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah												
Education and General	25,482	3,754	29,236	25,336	3,751	29,087	(146)	(3)	(149)	-0.6%	-0.1%	-0.5%
School of Medicine - MD	352	67	419	352	59	411	0	(8)	(8)	0.0%	-11.9%	-1.9%
School of Medicine - Non-MD	524	209	733	591	229	820	67	20	87	12.8%	9.6%	11.9%
School of Medicine - Physician Assistant	59	14	73	53	20	73	(6)	6	0	-10.2%	42.9%	0.0%
Less Duplicates Across Line Items	(440)	(100)	(540)	(432)	(81)	(513)	8	19	27	-1.8%	-19.0%	-5.0%
Subtotal - UU	25,977	3,944	29,921	25,900	3,978	29,878	(77)	34	(43)	-0.3%	0.9%	-0.1%
Utah State University												
Education and General	16,022	2,413	18,435	16,579	2,444	19,023	557	31	588	3.5%	1.3%	3.2%
Uintah Basin Continuing Ed. Center	1,830	0	1,830	1,883	0	1,883	53	0	53	2.9%	n/a	2.9%
Southeast Utah Continuing Ed. Center	221	0	221	219	0	219	(2)	0	(2)	-0.9%	n/a	-0.9%
Brigham City Continuing Ed. Center	1,214	12	1,226	1,252	26	1,278	38	14	52	3.1%	116.7%	4.2%
Tooele/Wasatch Continuing Ed. Center	1,664	1	1,665	1,616	1	1,617	(48)	0	(48)	-2.9%	0.0%	-2.9%
Less Duplicates Across Line Items	(516)	(13)	(529)	(519)	(27)	(546)	(3)	(14)	(17)	0.6%	107.7%	3.2%
Subtotal - USU	20,435	2,413	22,848	21,030	2,444	23,474	595	31	626	2.9%	1.3%	2.7%
Weber State University												
Education and General	17,302	1,352	18,654	17,652	1,515	19,167	350	163	513	2.0%	12.1%	2.8%
Southern Utah University												
Education and General	5,360	521	5,881	5,497	551	6,048	137	30	167	2.6%	5.8%	2.8%
Snow College												
Education and General	3,295	274	3,569	3,363	276	3,639	68	2	70	2.1%	0.7%	2.0%
South Postsecondary	326	2	328				(326)	(2)	(328)	-100.0%	-100.0%	-100.0%
Applied Technology Education				509	0	509	509	0	509	n/a	n/a	n/a
Less Duplicates Across Line Items	(128)	(1)	(129)	(112)	0	(112)	16	1	17	-12.5%	-100.0%	-13.2%
Subtotal - Snow	3,493	275	3,768	3,760	276	4,036	267	1	268	7.6%	0.4%	7.1%
Dixie State College												
Education and General	6,722	751	7,473	6,931	751	7,682	209	0	209	3.1%	0.0%	2.8%
College of Eastern Utah												
Education and General	2,113	61	2,174	2,021	54	2,075	(92)	(7)	(99)	-4.4%	-11.5%	-4.6%
San Juan Center	505	1	506	653	3	656	148	2	150	29.3%	200.0%	29.6%
Less Duplicates Across Line Items	(34)	0	(34)	(39)	0	(39)	(5)	0	(5)	14.7%	n/a	14.7%
Subtotal - CEU	2,584	62	2,646	2,635	57	2,692	51	(5)	46	2.0%	-8.1%	1.7%
Utah Valley State College												
Education and General	21,070	2,539	23,609	21,028	2,775	23,803	(42)	236	194	-0.2%	9.3%	0.8%
Salt Lake Community College												
Education and General	23,212	613	23,825	23,274	879	24,153	62	266	328	0.3%	43.4%	1.4%
TOTAL - USHE	126,155	12,470	138,625	127,707	13,226	140,933	1,552	756	2,308	1.2%	6.1%	1.7%
TOTAL - USHE (without UU SOM MD)	125,803	12,403	138,206	127,355	13,167	140,522	1,552	764	2,316	1.2%	6.2%	1.7%

Table 6

October 22, 2003

USHE 2003-04 Fall 3rd Week Enrollment Report

Budget-related and Self-supporting FTE Enrollments

Summer 2003 End-of-term compared to Summer 2002 End-of-term

Institution and Line Item	Summer 2002 Budget-related/Self-supporting FTE			Summer 2003 Budget-related/Self-supporting FTE			Summer 2003 Above/(Below) Summer 2002			Summer 2003 % Change from Summer 2002		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah												
Education and General	6,838	1,255	8,093	6,304	1,369	7,673	(534)	114	(420)	-7.8%	9.1%	-5.2%
School of Medicine - MD	4	3	7	5	3	8	1	0	1	25.0%	0.0%	14.3%
School of Medicine - Non-MD	59	51	110	71	63	134	12	12	24	21.0%	23.8%	22.3%
School of Medicine - Physician Assistant	55	17	72	63	9	72	8	(8)	0	14.5%	-47.1%	0.0%
Subtotal - UU	6,956	1,325	8,281	6,443	1,444	7,887	(513)	119	(394)	-7.4%	8.9%	-4.8%
Utah State University												
Education and General	2,688	671	3,359	2,596	617	3,213	(92)	(54)	(146)	-3.4%	-8.1%	-4.3%
Uintah Basin Continuing Ed. Center	283	1	284	358	0	358	75	(1)	74	26.6%	-100.0%	26.1%
Southeast Utah Continuing Ed. Center	62	1	62	66	0	66	4	(1)	4	7.2%	-100.0%	6.0%
Brigham City Continuing Ed. Center	128	3	131	160	3	163	32	0	32	24.6%	16.7%	24.5%
Tooele/Wasatch Continuing Ed. Center	591	8	600	481	2	483	(110)	(6)	(117)	-18.7%	-75.1%	-19.4%
Subtotal - USU	3,752	684	4,436	3,661	622	4,283	(91)	(62)	(153)	-2.4%	-9.0%	-3.4%
Weber State University												
Education and General	3,388	348	3,736	3,369	434	3,803	(19)	86	67	-0.6%	24.6%	1.8%
Southern Utah University												
Education and General	1,751	120	1,871	1,357	131	1,488	(394)	11	(383)	-22.5%	9.6%	-20.5%
Snow College												
Education and General	134	20	154	183	30	213	49	10	59	36.5%	50.5%	38.3%
South Postsecondary	46	0	46				(46)	0	(46)	-100.0%	n/a	-100.0%
Applied Technology Education ⁽¹⁾				46	0	46	46	0	46	n/a	n/a	n/a
Subtotal - Snow	180	20	200	229	30	259	49	10	59	27.1%	50.5%	29.4%
Dixie State College												
Education and General	512	56	568	531	58	589	19	2	21	3.8%	3.2%	3.7%
College of Eastern Utah												
Education and General	202	12	213	272	9	281	70	(3)	68	34.9%	-21.9%	31.8%
San Juan Center	115	1	116	168	1	169	53	0	53	45.8%	0.0%	45.4%
Subtotal - CEU	317	13	329	440	10	450	123	(3)	121	38.8%	-20.2%	36.6%
Utah Valley State College												
Education and General	3,666	959	4,626	3,436	951	4,387	(230)	(8)	(239)	-6.3%	-0.9%	-5.2%
Salt Lake Community College												
Education and General	4,102	280	4,382	4,606	280	4,886	504	0	504	12.3%	0.1%	11.5%
TOTAL - USHE	24,624	3,805	28,429	24,072	3,960	28,032	(552)	155	(397)	-2.2%	4.1%	-1.4%
TOTAL - USHE (without UU SOM MD)	24,620	3,802	28,422	24,067	3,957	28,024	(553)	155	(398)	-2.2%	4.1%	-1.4%

(1) FTE for the Snow ATE line item are only reported at the end of each term because of the open-entry, open-exit instruction.

Table 7

October 22, 2003

USHE 2003-04 Fall 3rd Week Enrollment Report

Budget-related and Self-supporting Headcount Enrollments

Summer 2003 End-of-term compared to Summer 2002 End-of-term

Institution and Line Item	Summer 2002 Budget-related/Self-supporting Headcount			Summer 2003 Budget-related/Self-supporting Headcount			Summer 2003 Above/(Below) Summer 2002			Summer 2003 % Change from Summer 2002		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah												
Education and General	15,119	2,200	17,319	14,610	2,382	16,992	(509)	182	(327)	-3.4%	8.3%	-1.9%
School of Medicine - MD	4	3	7	5	3	8	1	0	1	25.0%	0.0%	14.3%
School of Medicine - Non-MD	118	78	196	129	95	224	11	17	28	9.3%	21.8%	14.3%
School of Medicine - Physician Assistant	55	17	72	63	9	72	8	(8)	0	14.5%	-47.1%	0.0%
Less Duplicates Across Line Items	(23)	(4)	(27)	(21)	(1)	(22)	2	3	5	-8.7%	-75.0%	-18.5%
Subtotal - UU	15,273	2,294	17,567	14,786	2,488	17,274	(487)	194	(293)	-3.2%	8.5%	-1.7%
Utah State University												
Education and General	6,597	1,190	7,787	6,987	1,045	8,032	390	(145)	245	5.9%	-12.2%	3.1%
Uintah Basin Continuing Ed. Center	777	2	779	963	0	963	186	(2)	184	23.9%	-100.0%	23.6%
Southeast Utah Continuing Ed. Center	194	3	197	173	0	173	(21)	(3)	(24)	-10.8%	-100.0%	-12.2%
Brigham City Continuing Ed. Center	476	11	487	516	11	527	40	0	40	8.4%	0.0%	8.2%
Tooele/Wasatch Continuing Ed. Center	2,468	27	2,495	1,454	5	1,459	(1,014)	(22)	(1,036)	-41.1%	-81.5%	-41.5%
Less Duplicates Across Line Items	(466)	(43)	(509)	(353)	(16)	(369)	113	27	140	-24.2%	-62.8%	-27.5%
Subtotal - USU	10,046	1,190	11,236	9,740	1,045	10,785	(306)	(145)	(451)	-3.0%	-12.2%	-4.0%
Weber State University												
Education and General	8,078	769	8,847	8,050	927	8,977	(28)	158	130	-0.3%	20.5%	1.5%
Southern Utah University												
Education and General	5,082	243	5,325	4,436	247	4,683	(646)	4	(642)	-12.7%	1.6%	-12.1%
Snow College												
Education and General	401	42	443	488	70	558	87	28	115	21.7%	66.7%	26.0%
South Postsecondary	121	11	132				(121)	(11)	(132)	-100.0%	-100.0%	-100.0%
Applied Technology Education				132	0	132	132	0	132	n/a	n/a	n/a
Less Duplicates Across Line Items	(33)	0	(33)	(18)	0	(18)	15	0	15	-45.5%	n/a	-45.5%
Subtotal - Snow	489	53	542	602	70	672	113	17	130	23.1%	32.1%	24.0%
Dixie State College												
Education and General	1,671	137	1,808	1,737	196	1,933	66	59	125	3.9%	43.1%	6.9%
College of Eastern Utah												
Education and General	488	19	507	595	23	618	107	4	111	21.9%	21.1%	21.9%
San Juan Center	221	5	226	322	3	325	101	(2)	99	45.7%	-40.0%	43.8%
Less Duplicates Across Line Items	(18)	(5)	(23)	(18)	0	(18)	0	5	5	0.0%	-100.0%	-21.7%
Subtotal - CEU	691	19	710	899	26	925	208	7	215	30.1%	36.8%	30.3%
Salt Lake Community College												
Education and General	10,204	576	10,780	10,688	566	11,254	484	(10)	474	4.7%	-1.7%	4.4%
TOTAL - USHE	61,449	6,755	68,204	60,185	7,058	67,243	(1,264)	303	(961)	-2.1%	4.5%	-1.4%
TOTAL - USHE (without UU SOM MD)	61,445	6,752	68,197	60,180	7,055	67,235	(1,265)	303	(962)	-2.1%	4.5%	-1.4%

MEMORANDUM

October 21, 2003

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Utah Valley State College – Baseball Stadium

Issue

The intent of this information item is to update Regents regarding the status of a previously approved non-state funded capital development project for a baseball stadium. This project was previously approved by the Regents in 1999 and subsequently approved by the Utah State Legislature in 2000 as a non-state funded project.

Background

As described in the attached letter from Vice President Val Peterson, officials at Utah Valley State College have envisioned a baseball stadium as part of the campus master plan since 1998. Planning for the project was postponed in 2000 when funding from a single private donor were not forthcoming. Since that time, new sources of private funding have been identified, and the College in cooperation with local and county governments has developed a funding plan to finance the proposed baseball stadium without using College state-appropriated resources. The project addresses College needs with the transition to Division I athletics and may serve as a home field for the Provo Angels professional baseball team. The proposed stadium will be 13, 000 square feet, with seating for 2,400 people, located on the site of the current field on the west side of campus. The baseball field will be rotated 180 degrees in order to comply with Major League Baseball standards. Estimated construction costs are \$3.4 million.

Due to the time that has elapsed since the project was approved, and because of changes in the scope of the project, UVSC will provide an update to the Board on current plans for the project.

Recommendation

No action is requested. This is an information item only.

CHF/MHS
Attachment

Cecelia H. Foxley, Commissioner

October 22, 2003

MEMORANDUM

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Utah College of Applied Technology (UCAT) Second Annual Report and the Utah State Office of Education (USOE) Report on Meeting the Applied Technology Needs of Secondary Students - Information Item

The Issue

President Gregory G. Fitch will present the Utah College of Applied Technology Second Annual Report. A copy of a companion report, prepared by Utah State Office of Education staff, is also included for the Board's information.

Background

Utah law requires that the Utah College of Applied Technology "prepare and submit an annual report detailing its progress and recommendations on applied technology education issues to the governor and to the Legislature's Education Interim Committee by October 31 of each year, which shall include information detailing:

- (a) how the applied technology education needs of secondary students are being met; and
- (b) what access secondary students have to programs offered:
 - (i) at college campuses; and
 - (ii) within the region served by Snow College;" (53B-2a-104-(8) and

"[R]eceive, by September 30 of each year, an annual report from Snow College on the status of and maintenance of the effort for applied technology education in the region served by Snow College, including access to open-entry, open-exit competency-based applied technology education programs at the tuition rate approved by the Utah College of Applied Technology for adults and at no tuition cost to secondary students;" (53B-2a-104-9).

The Utah State Board of Education is likewise required, by law, to " . . . cooperate with the Utah College of Applied Technology to ensure that students in the public education system have access to applied technology education at Utah College of Applied Technology campuses;" (53A-15-202-(4) and

" . . . after consulting with local school districts, prepare and submit an annual report to the governor and to the Legislature's Education Interim Committee by October 31 of each year detailing:

- (a) how the applied technology education needs of secondary students are being met; and
- (b) what access secondary students have to programs offered:
 - (i) at applied technology colleges; and
 - (ii) within the region served by Snow College." (53A-15-202-(5)

In response to these statutory requirements, the Utah College of Applied Technology Second Annual Report and the Utah State Board of Education report on Meeting the Applied Technology Education Needs of Secondary Students were presented to the Education Interim Committee of the Utah State Legislature on October 15, 2003. Both reports are provided, under separate cover, for Regents' information.

Commissioner's Recommendation

This is an information item. No action is required by the Board.

Cecelia H. Foxley, Commissioner

CHF/LF
Attachment

October 22, 2003

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: General Consent Calendar

It is the recommendation of the Commissioner that the Regents approve the following items on the General Consent Calendar:

1. Minutes

- A. Approval of the Minutes of the Regular Meeting of the Utah State Board of Regents held September 11-12, 2003, at Salt Lake Community College in Salt Lake City, Utah (Attachment 1)
- B. Approval of the Minutes of the Special Meeting of the Utah State Board of Regents held September 18, 2003, at the Board Offices in Salt Lake City, Utah (Attachment 2)

2. Grant Proposals - Approval to submit the following proposals:

- A. Utah State University – NASA Goddard via Colorado University – Laboratory of Atmospheric and Space Physics; “AIM Phase B for the SOFIE Instrument and Science,” \$1,072,885. Brandon Paulsen, Principal Investigator.
- B. Utah State University – Missile Defense Agency; “RAMOS Task Order 12 Continuation of Detailed Design Efforts Revision,” \$2,899,419. Tom Humpherys, Principal Investigator.
- C. Utah State University – Jet Propulsion Laboratory, “WISE Extended Phase A,” \$2,127,653. Scott Schick, Principal Investigator.
- D. Utah State University – Missile Defense Agency; “RAMOS Task Order 19 HQ0006-00-D-0006 CDR-IDR Phase,” \$54,790,647. Tom Humpherys, Principal Investigator.
- E. Utah State University – National Science Foundation; “A Vertically Integrated Applied and Industrial Mathematics Program at Utah State University,” \$1,504,863. Joseph V. Koebbe, Principal Investigator.
- F. Utah State University – Northrop Grumman Electronic Systems; “Proposal for Engineering Support and IR Radiance Source System,” \$11,611,505. V. Alan Thurgood, Principal Investigator.

3. Proposed Changes to Policy R532, Acceptance and Approval of Contracts and Grants – The proposed changes to the policy reflect the Board’s recent configuration of institutional missions and roles and modify the annual reporting process. (Attachment 3)

4. Proposed Changes to Policy R926, Office of the Commissioner, Use of Office-owned Computers and Software – Paragraph 3.6 of Policy R926 is amended to recognize that the operating system used in the Commissioner's Office personal computer network provides Internet access to all employees, and to set appropriate limitations on any incidental personal use of this feature. The Computer Services staff periodically monitors sites addressed using office Internet access. (Attachment 4)
5. Executive Session(s) — Approval to hold an executive session or sessions prior to or in connection with the meetings of the State Board of Regents to be held December 11, 2003 at the Board Offices in Salt Lake City, Utah to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Cecelia H. Foxley, Commissioner

CHF:jc
Attachments

**MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
SALT LAKE COMMUNITY COLLEGE
September 2003**

C O N T E N T S

Thursday, September 11

Roll Call	1
COMMITTEE OF THE WHOLE	
Swearing In of New Regents Bonnie Jean Beesley and David L. Maher	4
USHE Capital Development Projects	4
Rankings	4
USHE "Other Funds" Capital Development Projects	6
2004-2005 Budget Process and Priorities	6
Student Financial Aid	7
Utah Education Network	7
Institutional Budget Hearings	7

Friday, September 12

Roll Call	8
JOINT MEETING WITH STATE BUILDING BOARD	
Review of Capital Development and Land Acquisition Priorities	10
Maintenance Needs	12
COMMITTEE OF THE WHOLE	
Governor's Summit Meetings and Review of Performance Plus Program	15
Reports of Board Committees	
<u>Academic, Applied Technology and Student Success Committee</u>	
Utah State University – New Restructured Degrees and Certificates as part of the Reorganization of the College of Natural Resources	18
Consent Calendar	18
Information Calendar	18
Higher Education/Public Education Articulation Efforts: Mathematics and Composition Competencies for Graduating High School Students and First-Year College Students	18
<u>Finance, Facilities and Accountability Committee</u>	
UHEAA – Transfer of Funds Between Student Loan Indentures	19
Utah State University – Conceptual Approval to Build Residence Halls, Parking and Food Services	19
Salt Lake Community College – Campus Master Plan	19
Consent Calendar	19
Administrative Efficiencies – Collaborative Opportunities Among Institutions	19

USHE – Update on Study of Early Retirement Practices	20
USHE – Update on Institutional Health Plan Changes for 2003-2004	20
Accountability Issues – Revised Higher Education “Report Card”	20
USHE – 2003-2003 Enrollments in Technologically-based Courses	20
UHEAA – Board of Directors Report and Supplement	20
Utah State University – School of the Arts, Phase I, Recital Hall	20
 General Consent Calendar	 20
Minutes	20
Grant Proposals	20
Proposed Revision to Policy R120, <i>Bylaws of the State Board of Regents</i>	23
Executive Session(s)	23
 Report of the Commissioner	
Proposed Meeting Schedule for 2004	23
Presidential Inaugurations	23
Recognition of Phil Aletto as Vice President of Student Services at Dixie State College	23
Commendations	24
Resolution recognizing the service of former Regent Hughes Brockbank	25
 Report of the Chair	
Board Committee Assignments	25
Finalists for Commissioner Position	25
 Adjournment	 26

MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
SALT LAKE COMMUNITY COLLEGE, SALT LAKE CITY, UTAH
September 11, 2003

Regents Present

Nolan E. Karras, Chair
E. George Mantes, Vice Chair
Linnea S. Barney
Daryl C. Barrett
Bonnie Jean Beesley
William Edwards
David J. Grant
L. Brent Hoggan
James S. Jardine
Michael R. Jensen
Charles E. Johnson
David J. Jordan
Jed H. Pitcher
Sara V. Sinclair
Marlon O. Snow
Maria Sweeten

Regents Excused

Kim R. Burningham

Office of the Commissioner

Cecelia H. Foxley, Commissioner
David Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Kimberly Henrie, Budget Analyst
Brad Mortensen, Assistant Commissioner for Finance and Facilities
Chalmers Gail Norris, Associate Commissioner for Student Financial Aid
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Deanna D. Winn, Associate Commissioner for Academic Affairs
Gary S. Wixom, Assistant Commissioner for Applied Technology Education and Special Projects

INSTITUTIONAL REPRESENTATIVES

University of Utah

J. Bernard Machen, President
A. Lorris Betz, Senior Vice President for Health Sciences/Dean, School of Medicine
David W. Pershing, Senior Vice President for Academic Affairs
Paul Brinkman, Associate Vice President for Budget and Planning
Nancy Lyon, Assistant Vice President for Governmental Affairs
Michael G. Perez, Associate Vice President, Facilities Management
Laura Snow, Special Assistant to the President and Secretary of the University

Utah State University

Kermit L. Hall, President
Stan L. Albrecht, Executive Vice President and Provost
Lee H. Burke, Assistant to the President for Government Relations
Juan N. Franco, Vice President for Student Services
Fred R. Hunsaker, Vice President for Administrative Services
Richard W. Jacobs, Budget Director
Sydney Peterson, Assistant Provost
Kevin C. Womack, Associate Vice President for Administrative Services

Weber State University

F. Ann Millner, President
Kathleen Lukken, Provost
Norman C. Tarbox, Jr., Vice President of Administrative Services

Southern Utah University

Steven D. Bennion, President
Abe Harraf, Provost
Gregory L. Stauffer, Vice President for Administrative and Financial Affairs
Kaydee Weaver, Student Body President

Snow College

Michael T. Benson, President
Bradley A. Winn, Provost

Dixie State College

Robert C. Huddleston, President
Phil Alletto, Vice President for Student Services
Stanley J. Plewe, Vice President of College Services
Joe Peterson, Acting Vice President of Academic Services

College of Eastern Utah

Ryan L. Thomas, President
Dennis Geary, Director of Facilities, Planning and Management

Utah Valley State College

William A. Sederburg, President
Robert E. Clark, Physical Plant Director
Linda L. Makin, Director of Budgets
Cameron Martin, Assistant to the President
James L. Michaelis, Associate Vice President for Facilities-Planning
Val Peterson, Vice President of Administration and External Affairs
Douglas E. Warner, Associate Vice President for Finance and Human Resources

J. Karl Worthington, Associate Vice President for Academic Affairs
Swen Swenson, Student Body President

Salt Lake Community College

Judd D. Morgan, Interim President
Julie Curtis, Assistant to the Academic Vice President
Betty Damask-Bembenek, Chair, Division of Health Programs
Karla Fisher, Marketing Director
Brent H. Goodfellow, Vice President for Community Relations
Rand Johnson, Executive Assistant to the President
Marilyn Nowell, Faculty Organizations Executive Council President
Annette Palmer, Staff Association President
Donald L. Porter, Vice President of Business Services
David Richardson, Vice President of Academic Services
Clifton Sanders, Chair, Division of Natural Sciences
Dana Van Dyke, Budget Director

Utah College of Applied Technology

Gregory G. Fitch, President
Linda Fife, Vice President for Academic and Student Services

Representatives of the Press

Shinika A. Sykes, *Salt Lake Tribune*
Stephen Speckman, *Deseret News*

Others

Laura Bayer, Architectural Planning
Race Davies, Governor's Office of Planning and Budget
Boyd Garriott, Office of the Legislative Fiscal Analyst
Debbie Headden, Office of the Legislative Fiscal Analyst
Michael A. Petersen, Executive Director, Utah Education Network
Kevin Walthers, Office of the Legislative Fiscal Analyst

Following meetings of the Board Committees and a luncheon meeting with the Salt Lake Community College Board of Trustees, Chair Nolan Karras called the meeting of the Committee of the Whole to order at 1:15 p.m. He excused Regent Kim Burningham.

In recognition of the events of September 11, 2001, a special flag ceremony was presented by the Utah Firemen's Association, followed by a moment of silence. Chair Karras thanked Interim President Morgan for arranging for the special presentation.

Swearing In of New Regents

Chair Karras administered the oath of office to Regents Bonnie Jean Beesley and David L. Maher and welcomed them to the Board. Regent Maher is a former pharmacist whose entire career was spent working at Osco Drug/American Stores. When he retired, he was Vice President and Chief Operating Officer of the company. He is a graduate of the University of Iowa. Regent Beesley was introduced at the July 9 meeting.

USHE Capital Development Projects

Chair Karras asked the Regents to turn to Tab P and called on Associate Commissioner Mark Spencer to lead the discussion. Dr. Spencer explained that each institution had chosen its top priority project, then the Qualification and Prioritization (Q&P) process had been run. Dr. Spencer referred to Attachment 1, which listed the projects, and Attachment 1a, which showed the priority ranking after running the Q&P. Attachment 3 explained the Q&P process and explained that the process was quantitative rather than qualitative.

Commissioner Foxley reminded the Regents of the joint meeting with the State Building Board the following morning. The Building Board will be expecting a prioritized list, so this is an action item. She referred to Attachment 3 and the various graphs which explained the components which are considered in the Q&P process. The second graph represented recent funding for higher education facilities, and slide 4 showed how the Q&P points were awarded for the projects. Associate Commissioner Spencer said the State Building Board would expect the Regents to explain why the projects were ranked in their approved order. After running the Q&P, the projects were ranked as follows:

<u>Ranking</u>	<u>Project</u>
1	Weber State University – Reek K. Swensen Building Renovation/Remodel
2	University of Utah – Marriott Library Adaptation and ASRS Facility Addition
3	Utah Valley State College – Digital Learning Center
4	Salt Lake Community College – Health Sciences & General Classroom Building
5	Utah State University – Animal Science Renovation
6	Dixie State College – Health Sciences Building
7	Southern Utah University – Teacher Education Building
8	College of Eastern Utah – San Juan Library and Health Sciences Building
9	Snow College – Library/Classroom Building

The Presidents and their key staff gave brief individual presentations on their top-priority projects. Included on the list, but not prioritized, were the following projects:

Weber State University – McKay-Dee Hospital Property
Utah College of Applied Technology – Uintah Basin ATC – Vernal Campus
Utah College of Applied Technology – Bridgerland ATC – Bourns Building Acquisition

A lengthy discussion ensued on the assignment of life safety points to the various projects. Regent Jordan suggested that the Regents meet with DFCM about measuring seismic risk against electrical and other kinds of risks. He said actuarial tables are very accurate in assessing risk factors.

Regent Jordan asked why the SUU project had received the lowest number of Q points. President Bennion responded that it was probably because of consistently low enrollments. Commissioner Foxley said last year an additional factor had been added to the formula regarding centrality to an institutional mission. However, the Regents chose not to revise the policy in order to make this a permanent additional factor so those additional points could not be added this year. Associate Commissioner Spencer said while it is too late to change the policy in time for this budget cycle, the theme could still be used by the Regents to adjust the list. Regent Jordan recommended that the policy be revised to accommodate this additional factor in the future.

Regent Jordan also noted that the capital development projects list included three health sciences buildings to address the need to train additional health care professionals. He suggested that the Regents needed to determine where and how many health care professionals will be trained before they could respond to the need for facilities. Commissioner Foxley said the institutions already have health sciences programs in place, and there is a definite need. We have received the report of one external consultant regarding how best to address the nursing shortage, and we are waiting for one more, then the reports will be taken to the Program Review Committee (PRC). If the PRC is ready to make a recommendation on the proposed nursing programs, the item will be placed on the agenda for the October meeting. She stressed that all of these projects are high-need projects on the campuses. Regent Jordan said the programming issues should be dovetailed with the construction issues for a proper fit.

Commissioner Foxley pointed out that this is not a perfect process. Each year some fine-tuning is required. For example, it was recommended by DFCM and the State Building Board that we reprioritize the projects each year. The Legislative Capital Facilities Appropriations Subcommittee would prefer a shorter list. At this point in time, the Legislature has not indicated a willingness to go over the amount of bonding retired this year, which is \$65 million.

Regent Atkin suggested that partial funding be considered for the University of Utah Marriott Library to keep it on the priority list. Commissioner Foxley said this occasionally had been done in the past. USU's Old Main Building is a good example of phase-funding a large project over several years. However, Legislative Leadership and the Governor have expressed a strong preference for whole-project funding. Regent Pitcher asked President Machen his opinion of the phased-funding approach for the Marriott Library. President Machen said none of the Presidents have a problem with phased funding. However, Legislative Leadership have said they would not phase fund capital projects because they did not want to bind a future Legislature. Last year the University was asked to withdraw its library request, which allowed USU to receive full funding for their library.

Regent Jordan moved adoption of the Q&P priority list as shown on Attachment 1a, with the top two projects reordered so that the Marriott Library would be ranked #1 and the Swensen Building would be ranked #2. The motion was seconded by Regent Pitcher.

President Millner said the Weber project was very small, and private donations have already been received. It should not get in the way of the University's library project. She asked that the prioritization list be left as presented in Attachment 1a.

Vote was taken; the motion was defeated. Regent Atkin moved approval of the list as proposed with a suggestion that the Building Board and Legislature be asked to consider phased funding, but not phased construction. The motion was seconded by Regent Jensen. Regent Sinclair suggested adding to the motion that the Regents look at the reason the smaller schools were at the bottom of the priority list. Vote was taken on the motion, which passed unanimously.

Discussion turned to "escrowed" funding, whereby the Legislature could not take the funds for other projects. President Hall said the University of Utah and Utah State University have engineering buildings where dollars have been escrowed, so there is precedent for this concept. Chair Karras asked about the WSU land acquisition. President Millner said she had left it on the list to follow up at the end of the Session. Presently it is not ready. Associate Commissioner Spencer said the project had been approved but unranked last year.

Regent Sinclair moved that the WSU land acquisition be approved but unranked. The motion was seconded by Regent Atkin and carried.

USHE "Other Funds" Capital Development Projects

Associate Commissioner Spencer referred to Tab Q, capital development projects funded with non-state funds, and requested that an additional project be added to the list. It is Building 524, West Terrace Complex on the University Medical Complex. The building will be 291,000 square feet with no O&M request. **Regent Grant moved approval of the non-state funded capital development projects list with the addition of the above facility. The motion was seconded by Regent Pitcher and carried.**

2004-2005 Budget Process and Priorities

Commissioner Foxley referred to the last page of Attachment 1 to Tab R, which showed how higher education had slipped in proportion to state funds allocated. She reviewed the statutory responsibilities of the Regents regarding the budget and tuition, including tiered tuition funding. A funding formula was discussed. Commissioner Foxley noted that a formula works when we are fully funded. We have not had full buy-in by the Legislature on the formula but neither have we had full funding. She reminded the Regents that funding for growth comes at a one-year lag. Our campuses are currently teaching 9776 students (FTE) for which they have not received funding. This has been the equivalent of a \$38.1 million budget cut. Higher education has had three years of budget cuts in addition to unfunded growth. Enrollment growth is projected to continue, which will likely mean substantial continuing increases in tuition.

Attachment 2 explained the budget process. The proposed budget will be presented to the Board for adoption in October. Tuition discussions will also be included in the October meeting.

Commissioner Foxley referred finally to Attachment 3 which showed the break-out groups for the institutional budget hearings.

Student Financial Aid

Associate Commissioner Norris asked the Regents to keep need-based financial aid in mind as they became engulfed in other critical needs. He pointed out that the SLCC key chains on the tables were a reminder of students and their ability to pay. The UHEAA Board of Directors recommended strong consideration for need-based financial aid (see Tab N). A \$17 million loss of purchasing power was suffered in Fiscal Years 2003 and 2004, even after the amount of money was set aside from tuition increases and scholarship revenues from student loan programs (UHEAA scholarships). Six thousand students cannot attend or need to cut their class load, making them inefficient in working toward degree completion. Estimated UCOPE funding needed in FY2005 to avoid further loss of access for Utahns is projected between \$5 million and \$9 million. Mr. Norris reminded the Board that financial aid is one of the vital affirmative action/equal opportunity tools. At the same time, he acknowledged the shortage of state revenues and other urgent funding needs for higher education institutions.

Utah Education Network

Dr. Michael A. Petersen, Executive Director, briefly outlined UEN's budget request:

- | | |
|--|---------------------------|
| • Phase 2 of an extensive network upgrade | \$400,000 |
| • Conversion of EdNet to digital Internet-based technology | 240,000 |
| • Enterprise level technology support: | Ongoing: 140,000 |
| | One-time funding: 120,000 |

Dr. Petersen explained that staff salaries were another major issue for UEN. He noted that for the past six years, Internet "traffic" has doubled every 18 months.

Chair Karras thanked Dr. Petersen for his presentation and said he was sorry for the necessary brevity.

Institutional Budget Hearings

The Regents and Presidents moved into break-out groups for the institutional budget hearings. Chair Karras reminded the Regents of the 8:00 a.m. joint breakfast meeting with the State Building Board the following morning.

The meeting of the Committee of the Whole recessed at 3:40 p.m.

September 12, 2003

JOINT MEETING OF THE STATE BOARD OF REGENTS AND STATE BUILDING BOARD

Regents Present

Nolan E. Karras, Chair
E. George Mantes, Vice Chair
Jerry C. Atkin
Linnea S. Barney
Daryl C. Barrett
Bonnie Jean Beesley
Kim R. Burningham
William Edwards
David J. Grant
James S. Jardine
Michael R. Jensen
Charles E. Johnson
David J. Jordan
David L. Maher
Jed H. Pitcher
Sara V. Sinclair
Maria Sweeten

Regents Excused

Marlon O. Snow

Office of the Commissioner

Cecelia H. Foxley, Commissioner
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Kimberly Henrie, Budget Analyst
Mark H. Spencer, Associate Commissioner for Finance and Facilities

INSTITUTIONAL REPRESENTATIVES

University of Utah

David W. Pershing, Senior Vice President for Academic Affairs
Nancy Lyon, Assistant Vice President for Governmental Affairs
Michael G. Perez, Associate Vice President, Facilities Management

Utah State University

Kermit W. Hall, President
Stan Albrecht, Executive Vice President and Provost
Juan N. Franco, Vice President for Student Services
Darrell E. Hart, Assistant Vice President for Facilities
Fred R. Hunsaker, Vice President for Administrative Services

Building Board Members Present

Larry Jardine, Chair
Kay Calvert, Vice Chair
Steve Bankhead
Kerry Casaday
Cyndi Gilbert
Lynne Ward (*ex officio*)

Department of Administrative Services

Camille Anthony, Executive Director

DFCM Staff

Keith Stepan, Director
Ken Nye, Deputy Director
Kent Beers, Program Director
Blake Court, Program Director
Shannon Lofgreen, Administrative Secretary

Governor's Office of Planning and Budget

Randa Bezzant, Policy Analyst

Office of the Legislative Fiscal Analyst

Kevin Walthers

Richard W. Jacobs, Budget Director
Kevin C. Womack, Associate Vice President for Administrative Services

Weber State University

F. Ann Millner, President
Kevin P. Hansen, Assistant Vice President for Facilities Management
Kathleen Lukken, Provost
Norman C. Tarbox, Jr., Vice President of Administrative Services

Southern Utah University

Steven D. Bennion, President
Abe Harraf, Provost
Gregory L. Stauffer, Vice President for Administrative and Financial Affairs

Snow College

Michael T. Benson, President

Dixie State College

Robert C. Huddleston, President
Phil Alletto, Vice President for Student Services
Joe Peterson, Acting Vice President of Academic Services

College of Eastern Utah

Ryan L. Thomas, President
Dennis Geary, Director of Facilities, Planning and Management

Utah Valley State College

William A. Sederburg, President
Cameron Martin, Assistant to the President
Val Peterson, Vice President of Administration and External Affairs

Salt Lake Community College

Judd D. Morgan, Interim President
J. Gordon Storrs, Master Planning Coordinator

Utah College of Applied Technology

Gregory G. Fitch, President
Linda Fife, Vice President for Academic and Student Services

Legislators

Brent H. Goodfellow, Utah House of Representatives
Loraine Pace, Utah House of Representatives

Representatives of the Media

Stephen Speckman, *Deseret Morning News*

Shinika A. Sykes, *Salt Lake Tribune*

Others Present

Race Davies, Governor's Office of Planning and Budget

Rick Stock, Architectural Nexus

Chair Karras called the meeting to order at 8:00 a.m. and welcomed members of the State Building Board and their staff. He invited everyone to help themselves to the breakfast buffet. After everyone was seated, he asked Associate Commissioner Spencer to explain the USHE Capital Development Projects (Tab P) and the qualification and prioritization (Q&P) process, including the method of assigning points to the various projects. Dr. Spencer called attention to Attachment 1 of Tab P, which listed the projects. He noted that he had several shelves of "black books" in his office because each building in the USHE has its own black book. An outside consultant does an analysis of each of the buildings and includes all life safety issues except seismic issues. A separate outside consultant evaluates seismic issues for each building. The maximum number of life safety points allowable for any one project is 25. To get that many life safety points, a building would have to be in imminent danger in all five life safety categories (boarded up with yellow tape around it). The highest number of life safety points given in USHE history is 17.

Dr. Spencer referred to Tab Q, Capital Projects Funded by "Other Funds." This research money, brought in from the research universities, helps the System build new facilities. He reported that this list had been approved the previous day by the Board of Regents.

Associate Commissioner Spencer referred to Tab S and said the Regents use a comparative approach to funding capital projects. Attachment 3 to Tab S showed projected 20-year space needs, anticipating a \$77 million annual need to keep the buildings renovated and new space built. The current inventory shown does not include museums, hospitals, etc. There is expected to be a shortfall of six million square feet in space need for higher education in 20 years.

Chair Karras reviewed the Regents' discussion Thursday afternoon regarding the prioritization process. After extensive discussion, the Regents approved the priority list as shown on Attachment 1-A to Tab P. He explained that the Regents agree that the Marriott Library at the University of Utah is vital, and that their ultimate recommendation had been to suggest phased funding for this extremely important but extremely costly project. Chair Karras said the Regents had also determined that they need to spend more time fine-tuning the Q&P process. He welcomed the input of DFCM staff into this process. Regent Jed Pitcher has been given this assignment as Chair of the Finance, Facilities and Accountability Committee.

Commissioner Foxley said, while not a perfect process, the Q&P process gets better each year because of the input we have received from the USHE institutions, the State Building Board and the DFCM staff. This has been a joint effort of the two boards and their staffs. Mr. Stepan said this year the Building Board had suggested that only the top priorities be submitted because of the economic constraints. He thanked the Presidents, Regents, and their staff for the brevity of their request. Chair Jardine noted that higher education facilities are half of the total number of projects considered. He expressed his appreciation for the Regents' realistic request. Associate Commissioner Spencer noted that some of the projects had increased or decreased in cost over the past year. The

Marriott Library, for example, was reduced by almost \$5 million through cost-conscious programming. Updated costs will be reflected in the materials presented at the October 1 meeting of the Building Board.

Chair Karras referred to the questions shown on Attachment 1 to Tab S and asked Interim President Morgan to speak of the building needs at Salt Lake Community College.

Mr. Morgan said the College needs a health sciences facility because of the long waiting lists for the nursing programs in addition to the eight other health sciences programs offered at SLCC. Right now those programs are scattered across the Salt Lake Valley. The College has worked out partnerships with Intermountain Health Care and other groups. IHC representatives were invited to tour the campus; they saw crowded classrooms and deplorable conditions. Many of the high schools have better facilities than the College.

Enrollment growth is difficult to manage. By definition, as a comprehensive community college SLCC accepts everyone at their own skills level. Faculty have increased teaching loads. Salt Lake Community College currently has 1000 more students enrolled than at this time last year. The College has 1200 adjunct faculty, more than 320 full-time faculty, and 600 full-time employees. Fifty-five to sixty percent of the classes at SLCC are being taught by adjunct faculty, causing administrators and faculty to be deeply concerned about quality.

President Sederburg said UVSC was using about 60 percent adjunct faculty. In these difficult economic times, enrollment growth must be financed by using adjunct faculty. Commissioner Foxley noted that four-year institutions must have more full-time faculty, particularly in upper division and graduate programs. President Huddleston said Dixie has about 45 percent adjunct faculty. Interim President Morgan expressed his gratitude for what had already been done. At one time students were lined up in the Student Center with sleeping bags when offices opened in the morning, hoping to get into the nursing program.

Chair Karras said higher education struggles with the funding issue as some public schools have better facilities and more up-to-date equipment than the colleges and universities. Enrollment at UVSC alone is projected to double within the next 20 years. He briefly reviewed the list of building needs at the various institutions. In addition to these projects, each campus has other buildings with critical needs.

Chair Karras asked President Huddleston if the building need was restricting his ability to teach health sciences programs. President Huddleston responded with a definite 'yes.' Health sciences programs are currently being taught in an aircraft building. Classes are crowded in dental assisting, nursing, and EMT programs. Dixie also has a critical need for medical radiography. In addition, the college serves as the staff development arm for Dixie Regional Medical Center, which has donated over \$100,000 of equipment and will donate a full-time FTE faculty to enable Dixie State College to begin a program every fall and spring instead of just once a year.

President Millner said Weber could expand its nursing program without expanding space, barring significant demand. The constraint at WSU is faculty and funding. Accreditation requirements specify one faculty member for every 10-12 students.

Mr. Nye said the question had been posed because it is important to coordinate faculty and space needs. President Huddleston said Dixie had added a Ph.D. nursing faculty member last year with practical experience as well as teaching experience. She was selected from a very qualified applicant pool. He noted that hospitals also have master's degree-prepared faculty to help. The need at Dixie is for funding and facilities. President Bennion

noted the need at SUU was for funding and Regent approval. Enrollment in the nursing and teacher education programs at SUU is critical. Without these programs to make the institution unique, it is difficult to generate the interest of potential students.

Commissioner Foxley said the University of Utah has the responsibility for preparation of nursing faculty. Donations have been made to the University nursing program, but additional state funds are also necessary. We need more nursing educators as well as facilities. External consultants are studying that issue right now. Interim President Morgan said SLCC needs both funding and faculty. In some disciplines, the College has to wait more than a year to find a qualified individual. Salaries are also a problem in hiring qualified faculty.

Mr. Stepan asked if the Regents had expressed concern about duplication of health services, including ATC programs, or is this a regional need to be filled? Commissioner Foxley said partnerships are being built between the institutions. The Regents do not want to have more training than the state needs, but many areas of health care have critical needs for specialists. The Regents are looking at missions and roles, state resources, partnerships with institutions and industry, and doing all they can to avoid unnecessary duplication and still fill the need.

Chair Karras said some of the Regents had traveled to southern Utah to visit with Presidents Bennion and Huddleston and were told of the serious need for additional nurses in southern Utah. The "baby boomer" problem and aging population will only increase the need. Chair Karras asked President Millner to explain Weber State University's arrangement with Davis Applied Technology College. President Millner said DATC has a nursing program under the WSU accreditation. Faculties work together to plan curriculum and deliver the program. This has resulted in an increased ability to prepare health care professionals. Weber has had a statewide role in nursing and has worked with many of the institutions through the years.

President Hall said Weber had a very positive relationship with Utah State University. With scarce resources, only one of four students who apply to the program at USU can be admitted. Roughly 75 percent, or 120 applicants, are rejected. Demand far exceeds the supply.

Maintenance. Associate Commissioner Spencer said there is a critical need for Alterations, Repairs and Improvements (AR&I) funding as well as Operations and Maintenance (O&M) funding. Last year only one-half of higher education's O&M request was funded. Mr. Stepan said two years ago the Legislature increased the capital improvement (AR&I) funding to 1.1 percent of the value/cost of the buildings, statewide. That level of funding only remained in place for one year, then it was reduced to .9 percent. The State Building Board is asking for this funding to be increased to 1.1 percent again this year, although the likelihood of that happening is doubtful. Unfortunately, each year we are doing less and less about deferred maintenance. Chair Jardine said the national average of capital improvements is at least double and probably triple Utah's allocation.

Kevin Walthers, Fiscal Analyst for Capital Facilities, said Representative Loraine Pace had been key in blocking the legislation that would have permanently reduced the AR&I funding to .9 percent. In the early 1990s the amount of funding fluctuated. This year there should be up to \$45 million for deferred maintenance. Mr. Walthers said every year the state is putting more money into AR&I so that deferred maintenance can be taken care of when the library is replaced, for example. We are making good progress in that regard. Mr. Walters pointed out that most of the AR&I money (65 percent) is going to higher education facilities. He commended the DFCM staff for managing the state's facilities so well.

Associate Commissioner Spencer said each institution provides a report on their O&M budgets and O&M funds expended. The "spent" category is always higher than the amount appropriated; only once in a ten-year period did one institution spend less than they were funded. It is vital to maintain O&M funding for new buildings as well as existing buildings, many of which are over 50 years old. He commended the institutions for doing all they can to maintain their facilities.

House Minority Leader Brent Goodfellow, who sits on the Capital Facilities Appropriations Subcommittee, said the interest rate on the last bonds the state floated was less than one percent, and the rate on the last big bond was less than two percent. We need to look at the cost of money and the need. If we can get bonds for less than two percent, he recommended bonding for our buildings.

Ms. Ward said the state issued \$465 million of debt just a month ago, including \$150 million of variable rate debt, at .85 percent. This included the Centennial Highway Fund. The state saved at least \$32 million in interest over the life of those bonds. The Governor's Office is beginning the process of recommending budgets for next year, including bonding. The state has an ongoing highway program which will require bonding. The largest renovation project is the State Capitol. The Capitol Preservation Board will ask for a \$180 million bond to renovate the Capitol. At this point the state is not in any danger of jeopardizing its AAA rating, but we do have over \$1 billion in general obligation debt for our highways.

Mr. Walther said facilities bonds are paid over a six-year period. Three or four years ago the state tried a pay-as-you-go plan, which worked for nearly nine months. Phased funding was considered at that time. There is no cash available, and setting aside an escrow account would only set aside bonding capacity, not actual money.

Regent Pitcher referred to Mr. Walther's handout and asked for clarification of the difference between "constitutional capacity" (\$900 million) and "statutory capacity" (\$185 million). Mr. Walther said changing the statutory capacity could be done in a bond authorization or by legislation. Ms. Ward said the legal philosophy on constitutional capacity is that it is a general obligation debt of the state (statewide property tax, based on property value). Chair Karras said there is a huge amount of debt on each of the campuses for buildings which have been constructed with other than general obligation debt. Mr. Walther said a report would be issued on the total debt, which is a huge number. Regent Burningham pointed out the large amount of building done in the school districts as well.

Regent Karras said this discussion emphasized the need for five-year projections. He appealed to Representative Pace for the Legislature to give the state agencies a five-year projection so they will have tools to work with. Mr. Stepan said the State Building Board was required to do a five-year plan each year; however, this is viewed as an historical list rather than a planning document.

Regent Karras said there are presently 480,000 students in public education. In the next ten years we will have 145,000 additional new students in the public education system. Between 1990 and 2003, 30,000 new K-12 students were added. We can use these numbers to project higher education enrollments for the future. Regent Atkin noted that a five-year plan would enable the Regents to better manage their resources.

Returning to the discussion questions, UofU Vice President David Pershing was asked to report on the current environment for attracting private funding for capital projects. Dr. Pershing responded that for the engineering project, bonding authority for \$15 million was given by the Legislature, and the University was required to raise \$13

million. They have now received \$12 million. Having legislative leverage was a very important factor to donors. Regarding the Marriott Library, Dr. Pershing said the University was asking the Legislature for \$45 million and had committed to raise \$18 million in private funds. To date, over \$16 million of that has been raised, with \$10 million in cash. Donors are waiting to see if the state will approve funding for the project. People are still willing to help, but leverage is critical in this difficult economy.

In the College of Mines, the Geoscience Building is being funded completely with private money which the University has raised over the past five years. No state money is being requested for the construction of this building, but the University will require O&M funding. Ms. Calvert asked if the donors were individuals or corporations. Dr. Pershing said corporations are giving equipment, and individuals are donating cash for bricks and mortar. Mr. Calvert remarked that a few years ago the state gave financial incentives for corporations to move to Utah. Encouraging corporations to make contributions for education would be helpful.

President Benson explained Snow College's partnership with the City of Ephraim for their proposed library. As a footnote, he indicated there is the potential of an additional \$7 million which may become available through local and state loans and grants. This would give the project seven additional points on the Q&P list. The library will contain 30,000 square feet of classroom space and would be a joint-use building of the city and the college. President Benson said it had been the city's idea to combine the libraries; it was the college's idea to add the classroom space. Private donations of \$2 million have been raised.

Commissioner Foxley pointed out that it is difficult to get private money to cover O&M costs. Private individuals do not want to give money for an O&M endowment; they expect the state to provide these ongoing funds.

Regent Grant asked about the possibility of having others own the buildings and leasing them to the colleges. Associate Commissioner Spencer said some of this is already being done at Research Park.

Chair Jardine said the State Building Board appreciated the opportunity to meet with the State Board of Regents. He expressed his appreciation for Representative Pace, Senator Evans, and the other legislators on the Capital Facilities Appropriations Subcommittee. Regent Grant said he was grateful for the increased sharing between public education and higher education. Having two members serve on each other's boards has also increased communication.

Chair Karras thanked members of the State Building Board and DFCM staff for taking the time to meet jointly with the Regents each year.

COMMITTEE OF THE WHOLE

The Committee of the Whole reconvened at 10:15 a.m.

Governor's Summit Meetings

Chair Karras asked Regent Burningham, Chair of the State Board of Education (SBE), to discuss the Governor's Summits on Competency-Measured Education. Commissioner Foxley pointed out that Superintendent Steve Laing's slide presentation was provided behind Tab T.

Regent Burningham said increasing attention to competency-based education has been generated through the Governor's Summits. The process began a year ago when an ad hoc committee of the State Board of Education was appointed to look at graduation requirements. Governor Leavitt looked at the proposal and supported it. The Utah Legislature passed SB 154 in the 2003 Legislative Session, which included an emphasis on competency. The SBE's first document came out on January 1. Another (improved) revision was published in April. Additional revisions were made by August 1.

Regent Burningham introduced Patti Harrington, Associate Superintendent for Instructional Services, and said she would be also making some remarks.

In addition to the five Governor's Summits which are being held throughout the state, the SBE held 32 public hearings to receive input on their Performance Plus plan. On October 14, following all of the hearings, the SBE will meet to make final refinements to their Performance Plus proposal in preparation for its presentation to the Legislature. The PowerPoint presentation (Supplement to Tab T) provided financial data for the plan. Regent Burningham said there were three important issues to be considered:

1. Students should advance through school on what they have learned. Many people are saying this proposal will hamper the activities and electives parts of a students' education. This is a misconception. Regent Burningham said his background was in teaching in elective areas. There will be no change in opportunities for electives. It is possible that this could be a change for students who are falling behind and not meeting competencies. Those students might choose remediation rather than electives. There is also opportunity for after school classes, summer school, etc. Electives are a local decision decided by the school districts, and the local school boards will continue to make the decisions on electives.

2. Some people perceive Performance Plus as an approach which emphasizes testing to measure competencies. This is an important factor, but it is not a testing approach. The major thrust is assessment and determining competencies so students may be helped.

3. Increased costs are a big issue. This plan will cost money. The question, Regent Burningham stated, is whether or not we really want to help the students. We must provide assistance and remediation to help students achieve competencies.

Regent Barney said three public meetings had been held in her area, with one more scheduled. The attendance has ranged from 350 to 600 concerned citizens. There is great interest and concern on the parts of parents and the community. Parents are still concerned about large class sizes.

Associate Superintendent Harrington said Utah was the last state in the nation to move into a competency environment. Many diagnostic procedures are not done by testing. Of the sizeable cost involved, \$192 million is from existing budgets for class size reductions and current interventions for student success. Implementation will also require \$203 million of new money.

Regent Johnson asked if this was a process which could be started without additional funding. Regent Burningham said public education can move in small ways without funding, but not in significant ways. Associate Superintendent Harrington said the plan would be phased in, beginning in Fall 2004, with full accountability by 2008. Some components still need to be put in place before the \$200 million is received, such as diagnostic assessment, etc.

President Hall asked about math requirements. A very high proportion of Utah students go on to higher education. Will it be possible, given the resource requirements, that our expectations about their competencies, especially in the areas of math, will be sufficiently funded so that every student who needs assistance can get it without having to take remedial classes in college? Regent Burningham said the entire issue of math has been debated at great length. The State Board of Education does not have a firm opinion. The SBE and State Office of Education are still very much open to dialogue.

Commissioner Foxley asked Assistant Commissioner Safman to tell the Board about the math and writing faculty groups appointed by Superintendent Laing and herself. Higher Education and high school faculty are asking for a higher level of math and writing competency. Assessments suggested are costly in time, but not in money. The real cost will come in professional development. Math and writing should be a continuous, integral part of teaching, with constant feedback. Generally, teachers who teach writing in high school do not write for publication. Writing faculty strongly suggest a continuous dialogue and professional development for teachers. Math teachers also need professional development so that those who teach math learn how to teach concepts rather than just formulas. If students do not take math during their last two years in high school, they have lost skills by the time they get to college. Higher education faculty are suggesting four years of writing before students get to college. Associate Superintendent Harrington agreed that education needs to return to teaching the basic rules of grammar, spelling, and punctuation.

Regent Burningham said it was important to remember that the set requirements in the SBE's Performance Plus Program are "bare bones." A large percentage of districts already have more stringent requirements. English is nearly universally required for all years of high school. Math does not have the same requirement.

Regent Jordan said he was not convinced that Algebra II should be required for university admission. He suggested that the institutions think differently about prerequisites at the college and university levels. President Hall responded that knowledge about math at a higher level spreads through all of the sciences. Math is the single biggest discriminator for success or failure in our high school students. He pointed out that new NCAA requirements are higher than the requirements outlined in Performance Plus.

Regent Barney pointed out the need for increased counseling. College-bound students need to be identified and counseled into the classes they need to take.

Regent Atkin asked for clarification: Are two levels of competencies required at the high school level – one for college-bound seniors and a lesser level for other graduates? Are additional standards required for college admission? Regent Burningham said he personally thought the CRT, which measures minimum skills, should have another aspect or level geared toward preparation for college.

President Benson said he had attended the Summit in Provo on Monday and had enjoyed the interplay between higher education and public education. He noticed that there was no foreign language requirement in the

Performance Plus plan. He suggested more emphasis on foreign languages to prepare our students to be better global citizens.

Regent Beesley commented that we do not do students a favor by lowering the bar on graduation standards. A measure of economic success is tied to education. Most people think a high school diploma signifies preparation for college. High school students do not generally know what they will be in their adult lives. Graduates compete for jobs with individuals from all over the world.

President Huddleston noted that in Utah, many students who are in applied technology education will not become doctors or lawyers. They can succeed at many occupations at the minimum graduation standards and still sustain a family. President Huddleston said he and his staff have tried to interest adults in the general education requirements for their degree, but many were not interested. This is a big challenge for a teacher who sometimes perceives a lack of support from the educational community.

President Fitch said the Performance Plus plan is of concern to higher education because it will impact us economically. It is an excellent beginning, and Dr. Fitch said he appreciated the efforts of the State Board of Education. He noted that because something has been legislated does not mean it will necessarily work. He asked, in dealing with the cost, can this be done in certain ways without a huge investment at this time? Higher education can take the present teaching and pre-teaching core with extended training and faculty development and teach them to diagnose these challenges earlier. A K-3 reading program is a good beginning. Children who can read well and comprehensively can address the challenges of math. Grades 4-7 and through high school focus on the end result. He said he would like the larger institutions to prepare students to be citizens in a global environment and allow the smaller institutions, including UCAT, to meet employment needs.

Regent Jordan requested more feedback from public education about where higher education is failing in preparing teachers to teach the students.

Chair Karras invited everyone to attend the next Governor's Summit on Friday, September 19, in Salt Lake City. He said he would like to see a white paper for the October Board meeting so the Regents can discuss this concept and its impact on higher education. Associate Commissioner Winn said the Academic Committee and Chief Academic Officers have prepared a paper which will address these issues. Commissioner Foxley indicated that a draft of the paper was hand carried to members of the committee.

Regent Burningham said he appreciated the input from the Regents and Presidents and that he was encouraged that he did not hear disagreement about competencies in general. Chair Karras said he had been attending the summits and was committing the Board to the idea of competencies. **Regent Grant moved that Chair Karras endorse the idea of competency-based public education with the Board's support. The motion was seconded by Regent Sinclair and carried unanimously.**

Reports of Board Committees

In the interest of time, Chair Karras asked Committee Chairs Jardine and Pitcher to give brief reports of the work of their committees.

Academic, Applied Technology and Student Success Committee

Utah State University – New Restructured Degrees and Certificates as Part of the Reorganization of the College of Natural Resources (Tab A). Chair Jardine said three degrees were being proposed as part of the reorganization of the College of Natural Resources which was approved in May. The University is now requesting approval of a B.S. Degree in Conservation and Restoration Ecology, and M.S. and Ph.D. Degrees in Human Dimensions of Ecosystem Science and Management, and a Natural Resources and Environmental Education (NREE) Interdisciplinary Graduate Certificate Program. This request came through the Program Review Committee as a Category IV exception, as an attempt by the University to complete the restructuring process in the College of Natural Resources. It is an appropriate exception and the committee recommended approval. **Chair Jardine moved approval of the three new degrees. The motion was seconded by Regent Sweeten and carried.**

Consent Calendar, Academic, Applied Technology, and Student Success Committee (Tab B). Chair Jardine explained that USU was renaming and reconfiguring some existing programs. They are funded by federal grants and no institutional funding will be required. UVSC has proposed the creation of an Entrepreneurship Institute in their School of Business. It is essentially a privately-funded incubator that will be housed within the School of Business. UVSC has partnered with the Community and Economic Development Office of Orem. Concern was expressed in committee about intellectual property and how the Institute's assets would be owned. The committee was reassured that the college is taking care of this in an appropriate way. SLCC has submitted two non-credit ATE certificate programs under the fast track approval process. Both are non-controversial. Chair Jardine called attention to the matrix attached to Tab B which showed UCAT's efforts to harmonize all of the certificate programs offered on all of the UCAT campuses with common cores and the opportunity for flexibility in electives. He praised it as a wonderful effort which moves forward the quality of the programming in UCAT. **Regent Jordan moved approval of the Committee's Consent Calendar. The motion was seconded by Regent Barrett and carried unanimously.**

Information Calendar, Academic, Applied Technology and Student Success Committee (Tab C). Chair Jardine noted that the only item on the Information Calendar was a name change at the University of Utah, from the Graduate School of Architecture to the College of Architecture and Planning.

Higher Education/Public Education Articulation Efforts: Mathematics and Composition Competencies for Graduating High School Students and First-Year College Students (Tab D). Chair Jardine said this information item focused on the earlier discussion of competency-based education, the interface between public education and higher education, and articulation issues.

Regent Atkin asked the status of the Program Review Committee's work on the nursing programs in southern Utah. Chair Jardine said two external consultants have been asked to study the issue, and we are awaiting their reports. Commissioner Foxley said she expected to have a recommendation at the October Board meeting.

Finance, Facilities and Accountability Committee

UHEAA – Transfer of Funds Between Student Loan Indentures (Tab E). Chair Pitcher reported that the Student Finance Subcommittee was recommending the transfer of \$30 million from the 1988 Student Loan Indenture to the 1993 Student Loan Indenture. This will provide a better balance in the reserve equities and decrease the amount of subordinated debt in the future. The committee was very supportive of this transaction. **Chair Pitcher moved approval of the transfer of funds. The motion was seconded by Regent Grant and carried unanimously.**

Utah State University – Conceptual Approval to Build Residence Halls, Parking and Food Services (Tab F). Chair Pitcher reported that President Hall had reviewed in committee USU's plan for new residence halls and parking structure and improved existing food services facilities. The new space would free up family housing in Aggie Village and eventually close the USU Mobile Home Park. Chair Pitcher reflected that when he was a USU Trustee in 1991, the Trustees' eventual objective had been closure of the mobile home park. **Chair Pitcher moved conceptual approval of Utah State University's plan to build residence halls, a parking structure, and improve their food services facility. The motion was seconded by Regent Atkin.** President Hall explained that he would come back in October with a detailed proposal and would request Board approval of the project. Commissioner Foxley noted that this would also require the approval of the State Building Board and the Legislature. Regent Jensen asked about the "super suites" planned for the housing units. President Hall said super suites are presently used at the University of Utah and around the nation. They promote living and learning, and this is what the students want. It is not seen as competitive with the private sector. **Vote was taken on the motion, which carried.**

Salt Lake Community College – Campus Master Plan (Tab G). Chair Pitcher said the committee had heard an excellent presentation by Interim President Morgan and Gordon Storrs, Master Planning Coordinator. Master plans of all SLCC campuses were reviewed. **Chair Pitcher moved approval of SLCC's Campus Master Plan. The motion was seconded by Regent Atkin and carried.**

Consent Calendar, Finance, Facilities and Accountability Committee (Tab H). **Upon motion by Chair Pitcher and second by Regent Sinclair, the following items were approved on the Committee's Consent Calendar:**

- USHE – Proposed Revision of Policy R537
- OCHE – Monthly Investment Report
- UofU and USU – Capital Facilities Delegation Reports
- UofU – Sale of Donated Property

Administrative Efficiencies – Collaborative Opportunities Among Institutions (Tab I). Chair Pitcher said the committee had heard from the Presidents. This is a great opportunity for savings, but it is moving slowly. This issue will be discussed in more depth at the next Board meeting.

USHE – Update on Study of Early Retirement Practices (Tab J). Chair Pitcher reported that the committee had seen some excellent material which was prepared by Assistant Commissioner Brad Mortensen. The committee would like more in-depth information. Do we need early retirement programs in the System? Additional information will be presented at the next Board meeting.

USHE – Update on Institutional Health Plan Changes for 2003-2004 (Tab K). Chair Pitcher said good progress is being made on this study. The objective is for all of the institutions to move closer to achieving a Health Benefits and Premium Index equal to or less than 1.0 when compared to the State of Utah PEHP Preferred Care Plan by the 2006-2007 deadline. Presidents expressed their concern about requiring employees to pay a greater share of their insurance premiums when they have not received salary increases for the past three years.

Accountability Issues – Revised Higher Education "Report Card" (Tab L). Chair Pitcher said the revised report card is in progress. He suggested that Pat Callan, President of the National Center for Public Policy and Higher Education, be consulted to assist the committee in preparing the report. Commissioner Foxley indicated that

she had recently been contacted by Mr. Callan requesting that Utah be the focus of one of the Center's case studies on dealing with growth during times of severe fiscal constraints. She would request Pat and his staff to review the USHE "Report Card" and provide feedback.

USHE – 2002-2003 Enrollments in Technologically-based Courses (Tab M), UHEAA Board of Directors Report and Supplement (Tab N), and Utah State University – School of the Arts, Phase I, Recital Hall (Tab O). Chair Pitcher called attention to these items, which were presented for information only. Due to time constraints, he did not make an oral report of the committee discussion.

Chair Karras thanked Chairs Jardine and Pitcher for condensing their reports so that the meeting could end on schedule.

General Consent Calendar

On motion of Regent Grant and second by Regent Atkin, the following items were approved on the General Consent Calendar (Tab U):

1. Minutes – Approval of the Minutes of the Regular Meeting of the Utah State Board of Regents held July 9, 2003, at the Board Offices in Salt Lake City, Utah.
2. Grant Proposals - Approval to submit the following proposals:
 - A. University of Utah – National Science Foundation; "A Unified Experimental Environment for Diverse Network Technologies;" \$6,685,027. Frank Jay Lepreau, Principal Investigator.
 - B. Utah State University – National Institute of Health; "CH..O Hydrogen Bonds;" \$1,275,000. Steve Scheiner, Principal Investigator.
 - C. Utah State University – National Institute of Health; "Mechanisms of Acyl, Phosphoryl, and Sulfuryl Transfer;" \$1,470,000. Alvan C. Hengge, Principal Investigator.
 - D. Utah State University – National Institute of Health/NIMH; "Exceptional Survival in Families: Coordinating Center;" \$2,787,792. Christopher Corcoran, Principal Investigator.
 - E. Utah State University – Missile Defense Agency; "RAMOS Task Order 12 Continuation of Detailed Design Efforts;" \$4,024,611. Tom Humpherys, Principal Investigator.
 - F. Utah State University – Department of Commerce, Economic Development Administration; "Federal Assistance to Fund the Infrastructure Needs for the Expansion and Development of the Utah State University Innovation Campus;" \$2,700,000. M. K. Jeppesen, Principal Investigator.
 - G. Utah State University – U.S. Department of Defense, U.S. Navy; "Time Critical Sensor Image/Data Processing Task Order #3;" \$2,999,691. Niel S. Holt, Principal Investigator.

- H. Utah State University – U.S. Department of Defense, U.S. Navy; “Response to Time Critical Sensor Image/Data Processing Task;” \$11,999,964. Niel S. Holt, Principal Investigator.
- I. Utah State University – USDA Cooperative State Research Service; “Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Proposal;” \$3,023,912. V. Philip Rasmussen, Principal Investigator.
- J. Utah State University – National Science Foundation; “Partnership for Building Technology Innovations in a Rural Environment;” \$1,037,424. M. K. Jeppesen, Principal Investigator.
- K. Utah State University – Institute of Education Sciences; “Prevention Plus: An Effective Program to Prevent Antisocial Behavior;” \$1,841,062. Richard P. West, Principal Investigator.
- L. Utah State University – USDA Cooperative State Research Service; “Implementation of the Western Region Sustainable Agriculture Research and Education (SARE) Professional Development Program (PDB);” \$1,090,298. V. Philip Rasmussen, Principal Investigator.
- M. Utah State University – National Aeronautics and Space Administration (NASA); “Geostationary Imaging Fourier Transform Spectrometer (GIFTS);” \$1,898,372. Gail Bingham, Principal Investigator.
- N. Utah State University – NASA; “Geostationary Imaging Fourier Transform Spectrometer (GIFTS);” \$6,170,527. Gail Bingham, Principal Investigator.
- O. Utah State University – NASA; “Far-Infrared Spectroscopy of the Troposphere (FIRST) (IIP);” \$1,315,450. Gail Bingham, Principal Investigator.
- P. Utah State University – Duke University; “Epidemiology of Alzheimer’s Dementia in Cache County, Utah;” \$1,164,179. Maria C. Norton, Principal Investigator.
- Q. Utah State University – NASA Langley Research Center; “Geostationary Imaging Fourier Transform Spectrometer (GIFTS);” \$16,361,333. Gail Bingham, Principal Investigator.
- R. Utah State University – Department of Health & Human Services; “Animal Models of Human Viral Infections for Evaluation of Experimental Therapies: Influenza and Orthopox Viruses;” \$8,487,744. Robert W. Sidwell, Principal Investigator.
- S. Utah State University – U.S. Department of Defense, U.S. Air Force; “Network Visualization and Exploratory Data Analysis;” \$1,291,426. Robert F. Erbacher, Principal Investigator.
- T. Utah State University – Department of Health & Human Services; “Mechanistic Studies on CO₂-Dependent Map from E. Coli;” \$1,449,000. Richard C. Holz, Principal Investigator.
- U. Utah State University – U.S. Department of Education; “Operate Regional Resource Center, Region No. 5, Utah State University;” \$1,324,400. John Copenhaver, Principal Investigator.

- V. Utah State University – Government of the Dominican Republic; “Estudios Basicos Para el Manejo de los Sistemas de Reiego – Promasir and IDB;” \$1,417,978. Christopher Neale, Principal Investigator; Paul Box, Co-Principal Investigator.
 - W. Utah State University – U.S. Department of Defense, Missile Defense Agency; “RAMOS Joint Preliminary Design Review Task Plan 6;” \$2,720,852. Thomas Humpherys, Principal Investigator.
 - X. Utah State University – U.S. Department of Defense, U.S. Navy; “Response to Time Critical Sensor Image/Data Processing Task;” \$1,900,000. Niel S. Holt, Principal Investigator.
 - Y. Utah State University – USDA Cooperative State Research Service; “Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Proposal; \$3,012,500. V. Philip Rasmussen, Principal Investigator.
 - Z. Utah State University – U.S. Department of Defense, Missile Defense Agency; “RAMOS Task Order 12;” \$4,024,611. Thomas Humpherys, Principal Investigator.
 - AA. Utah State University – National Science Foundation; “Advance-US: Applying a Successful Business Model to a University;” \$4,184,863. Ronda Callister, Principal Investigator.
 - BB. Utah State University – Department of Health & Human Services; “Microbial Metabolism of Aliphatic Alkenes, Epoxides, and Ketones;” \$1,725,600. Scott A. Ensign, Principal Investigator.
 - CC. Utah State University – Department of Health & Human Services; “Nitrogenase Mechanism;” \$1,464,021. Lance C. Seefeldt, Principal Investigator.
 - DD. Utah State University – Department of Health & Human Services; “Exceptional Survival in Families: Coordinating Center;” \$4,045,978. Christopher D. Corcoran, Principal Investigator.
 - EE. Utah State University – Microbiosystems; “Rapid Clinical Diagnosis of Biothreat Agent Infections;” \$2,148,702. Linda S. Powers, Principal Investigator.
 - FF. Utah State University – NASA; “Microbial Monitoring for Human Health and Safety in the International Space Station;” \$5,698,853. Linda S. Powers, Principal Investigator.
 - GG. Utah State University – Northrop Grumman Space Technology; “Space-Based Surveillance (SBSS) - ECP #1 - Secondary Payloads;” \$6,518,667. Robert Anderson, Principal Investigator.
 - HH. Utah State University – Northrop Grumman Space Technology; “Space-Based Surveillance (SBSS) - Payload Portion;” \$18,156,216. Robert Anderson, Principal Investigator.
3. Proposed Revision to Policy R120, *Bylaws of the State Board of Regents*. It is proposed that the Board Executive Committee be increased by one to add a member at large, appointed by the Board Chair.

4. Executive Session(s) — Approval to hold an executive session or sessions prior to or in connection with the meetings of the State Board of Regents to be held October 31, 2003 at Utah Valley State College in Orem, Utah to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Report of the Commissioner

Proposed Meeting Schedule. Commissioner Foxley referred to the proposed meeting schedule for 2004 as well as the schedule of meetings for the remainder of this year. The December meetings for both years are scheduled on the same date as Weber State University's Winter Commencement. She asked the Regents and Presidents if they would be willing to move the December meeting date on both years to Thursday (December 11, 2003 and December 9, 2004). There was general agreement with this change.

Presidential Inaugurations. Commissioner Foxley reminded the Regents and Presidents that Ryan Thomas would be officially installed as CEU's President on Saturday, September 20, during the College's 65th birthday celebration. President Thomas announced that his installation would take place in connection with a dinner at 6:00 p.m. He invited the Regents and Presidents to attend any or all of the events of that weekend. No academic regalia will be worn; dress will be business attire. UVSC President Bill Sederburg will be installed on October 30, the day prior to the next Board meeting. Installation activities will begin with an 11:30 a.m. luncheon, with the installation immediately following. Academic regalia will be appropriate for this inauguration.

Recognition. President Huddleston introduced Phil Aletto, Vice President of Student Services at Dixie State College. He came to Dixie from Westminster College.

Commendations. Commissioner Foxley announced that President Hall, a member of the John F. Kennedy Assassination Commission, would be speaking to the National Press Club on November 14. She commended President Hall on not only what he has done in Utah but also on a national scale. President Benson is the new president of the Mountain States Association of Community Colleges, which is comprised of 36 two-year institutions in eight western states. Commissioner Foxley noted that Utah Business Magazine had recently recognized excellence in various categories throughout the state. Included in the top public company category was SkyWest. The top community enrichment category included the Utah Shakespeare Festival in Cedar City and the Utah Festival Opera Company in Logan. Regence Blue Cross Blue Shield was among the top managed care organizations. Commissioner Foxley congratulated Regents Atkin and Pitcher and Presidents Bennion and Hall.

Resolution. The Commissioner announced that former Regent Hughes Brockbank had recently passed away. He was a long-time legislator, the "grandfather" of UHEAA on whose Board of Directors he served, and a member of the State Board of Regents. **Regent Jardine moved, seconded by Regent Pitcher, that the Board send a resolution to his widow, recognizing his service to higher education. The motion carried.** Commissioner Foxley said the resolution in the Regents' folders would be signed by the appropriate parties and sent to Mrs. Brockbank.

Report of the Chair

Board Committee Assignments. Chair Karras said he had sent updated committee assignments to the Regents. Included in the General Consent Calendar was a revision to Policy R120 to allow for the appointment of a member at large to the Executive Committee. He announced that Regent Sweeten had been appointed to that position. Regent Barrett has been asked to chair a new Research and Economic Development Committee. The initial assignment of that committee is to help the Regents understand the research role of the University of Utah and Utah State University in economic development and the Utah System of Higher Education's role in economic development in general.

Finalists for Commissioner position. Chair Karras announced that the Commissioner Search Committee had determined the finalists to be interviewed. Dr. Warren Fox, Dr. Richard Kendell, and Dr. Diane Vines will be interviewed on September 18 by the full Board of Regents, beginning at 10:30 a.m. The new Commissioner will be appointed to work with Commissioner Foxley during the remainder of her term. Chair Karras reviewed the credentials and background of each of the three candidates and said all three were excellent candidates. Chair Karras reflected that the public process causes some pain. Several excellent individuals in the candidate pool chose not to become finalists because they did not wish their names to become public because of their present positions. Associate Commissioner Buhler, who staffed the search, has arranged for the Presidents to meet with the three finalists at the University of Utah. OCHE and UHEAA key staff will also be given an opportunity to meet them.

Commissioner Foxley commended the Regents on their search process and indicated that she knew each of these individuals personally and thought any one of them could be a good Commissioner of this System and could work very well with the Regents and Presidents. The high quality of the candidate pool shows the high regard with which the Utah System of Higher Education is held in the country. She expressed her appreciation to Secretary Cottrell for her help in preparing all of the paperwork and making the logistical arrangements for all of the CEO searches.

Adjournment

The meeting of the Committee of the Whole was adjourned at 11:54 a.m. The Regents then met in executive session and were adjourned from there.

Joyce Cottrell CPS
Executive Secretary

Date Approved

MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
BOARD OFFICES, THE GATEWAY, SALT LAKE CITY
September 18, 2003

Regents Present

Nolan E. Karras, Chair
E. George Mantes, Vice Chair
Jerry C. Atkin
Daryl C. Barrett
Bonnie Jean Beesley
Kim R. Burningham
William Edwards
James S. Jardine
Michael R. Jensen
Charles E. Johnson
David J. Jordan
David L. Maher
Jed H. Pitcher
Marlon O. Snow
Maria Sweeten

Regents Excused

Linnea S. Barney
David J. Grant
Sara V. Sinclair

Office of the Commissioner

Cecelia H. Foxley, Commissioner
David Buhler, Associate Commissioner for Public Affairs
Don Carpenter, Executive Assistant
Joyce Cottrell, Executive Secretary
Dale Hatch, Deputy Executive Director for College Savings
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Gary Wixom, Assistant Commissioner for ATE and Special Projects
(and other members of the Commissioner's staff)

INSTITUTIONAL REPRESENTATIVES

J. Bernard Machen, President, University of Utah
Gregory G. Fitch, President, Utah College of Applied Technology
Linda Fife, Vice President for Academic and Student Services, Utah College of Applied Technology

SPECIAL GUESTS:

Richard E. Kendell
Joan Kendell

Chair Karras called the meeting to order at 3:00 p.m. He stated that the purpose of the meeting was to select a new Commissioner of Higher Education.

Appointment of New Commissioner

Vice Chair George Mantes moved that the Board appoint Dr. Richard E. Kendell to be the sixth Commissioner of Higher Education for the State of Utah. The motion was seconded by Regent Jed Pitcher and carried unanimously.

Commissioner Foxley and Associate Commissioner Buhler escorted Dr. and Mrs. Kendell into the room to the applause of everyone present. Regent Karras read the names of the former Commissioners (G. Homer Durham, Theodore H. Bell, Arvo Van Alostyne, Wm. Rolfe Kerr, and Cecelia H. Foxley) and told Dr. Kendell he was in distinguished company. He expressed the Board's confidence in Dr. Kendell and in his ability to succeed. The new Commissioner brings with him high qualities and capabilities. The Regents are delighted to have him and agree he is just what the System needs at this time.

Chair Karras said the Board had undergone a rigorous search process and had interviewed wonderful candidates who were willing to let their names be made public. Warren Fox and Diane Vines had distinguished themselves in their interviews and are very credible people. Chair Karras said the Board was honored that they would come and be interviewed for the position and that the Regents thought very highly of both of them. Some of the candidates were not willing to become finalists because of the public process.

Chair Karras said the System had been served very well by Commissioner Foxley during her ten years as Commissioner and preceding eight years as Associate and Deputy Commissioner. She is the longest serving Commissioner in Utah history and is as capable a person as there is in this state. Chair Karras reflected that a Board Chair has to rely on a Commissioner's judgment on many matters. Commissioner Foxley's judgment is excellent. Regent Johnson said Dr. Foxley had been "absolutely superb" during his term as Chair and led the group in a standing ovation. Chair Karras expressed his appreciation for Commissioner Foxley's service. He noted that public service does not award financially commensurate to the service rendered. He conveyed the gratitude of many for her advocacy of education in this state.

Regent Karras asked Dr. Kendell to introduce himself and his wife, Joan. Dr. Kendell said he was overwhelmed and that he had expected the process to take longer. He said he had started his career in the Office of the Commissioner as a new doctoral candidate 30 years ago when G. Homer Durham was Commissioner. He remarked that Commissioner Durham "had the bearing of the Prime Minister of Great Britain." Dr. Kendell said he was very honored to be coming back as the Commissioner of Higher Education.

Dr. Kendell said he had been a public school teacher and a university professor. He has worked for the State Board of Education and the State Board of Regents. He has been a school superintendent and has worked for the Governor. Dr. Kendell said his leadership style is to "lead with your heart." He expressed his appreciation for the support of the Board and said he sees the USHE Presidents as great collaborators. He pledged to advocate the interests of the greatest investment in Utah, which is its people. He introduced his wife, Joan, and thanked her for her support.

Chair Karras said the transition from Commissioner Foxley to Commissioner Kendell will take a little time. He recognized that Dr. Kendell will need to work closely with the Governor (Leavitt or Walker) in the interim, but he and Commissioner Foxley would be working together to prepare for the Legislative Session in January.

President Machen said the Presidents had been allowed significant input into the search process. Speaking for all of the USHE Presidents, President Machen said they were absolutely delighted with the Board's selection of Dr. Kendell as the new Commissioner and that they looked forward to working with him.

Commissioner Foxley said it would be a pure delight to work with Dr. Kendell to make this transition smooth. She commended the Regents for their choice.

Vice Chair Mantes moved that the meeting be adjourned. The motion was seconded by Regent Sweeten and carried unanimously. The meeting was adjourned at 3:15 p.m.

Joyce Cottrell CPS
Executive Secretary

Date Approved

R532, Acceptance and Approval of Contracts and Grants

R532-1. Purpose

To provide for the acceptance of research and training grants by System institutions.

R532-2. References

2.1. Utah Code [§53B-7-103](#) (Federal Contracts and Aid - Individual Research Grants)

2.2. Utah Code [§63-40-4](#) (Federal Assistance Management Program - Report to Legislature)

R532-3. Definitions

3.1. Institution Annual Report - Includes summary totals by college or unit for the number of funded projects and the total dollar amount funded of all awards for the fiscal year July 1 through June 30. ~~[It also includes a listing of those awards over the trigger amount established for each institution in paragraph 5.6.]~~

3.2. Institution Monthly Report - Lists all proposals submitted by the institution during the month and also includes awards received during the month.

3.3. Consent Calendar Report - Submits for consent calendar consideration as part of the meetings of the State Board of Regents all proposals which exceed the relevant trigger amount established in paragraph 5.6.

R532-4. Approval of Institutional Training Grant Proposals

4.1. Factual Background - Utah Code §63-40-4 provides that all training grant applications for federal assistance must be approved by the Governor prior to submission to the outside agencies, which approval by the Governor is to be based on any requirements for matching state funds. The volume of proposals is extremely high and individual proposals often require personal conferences with program leaders with full interpretations, while at the same time the requirements between notification and deadlines for receipt of applications may from time to time be only a few days. The time required for federal agency review of applications is six months or more.

4.2. Applications to Governmental Agencies - The applications for assistance submitted to governmental agencies by institutions of higher education are hereby given approval provided that said applications comply in every particular with the requirements therein stated:

4.2.1. It is understood that approval is final unless requested to be withdrawn in writing to the Board of Regents by the Office of the Governor prior to the date of the award of the project which has been applied for.

4.2.2. Each application shall be for training grant proposals that are clearly within the assigned role of the applicant institution. (see R312)

4.2.3. There is no implication in the proposal that the State of Utah will assume increased financial responsibilities for the proposed program during and following its operation.

4.2.4. That at the end of each month the applicant institutions will send a summary report of proposals covered under Paragraphs 4.2.2 and 4.2.3 supra to the State Board of Regents on the "Notification of Intent" form provided by the Utah Federal Assistance Management Program. The report shall give titles, program leaders, departments or divisions involved, summary of provisions, and a brief summary of work to be undertaken for each proposal.

4.2.5. The summary report will be reviewed by the State Board of Regents and transmitted to the Governor's Office, and upon request, to be supplemented with copies of the detailed application or proposal.

R532-5. Acceptance of Contract Grants and Criteria

5.1. Research Contracts with No Overhead Reimbursement Costs - All contracts for research that bear no overhead reimbursement cost are to be justified in writing and have recorded in the research administration office of the institution a finding that the project contributed to the education program and role assignment of the institution.

5.2. Contracts and Grants for Less than Finalized Overhead Rate - Contracts of grants for less than the finalized overhead rate should be justified on the basis of educational value and approved by a responsible officer of the institution or a committee designated by the president for such purpose. Acceptance of research contracts, training grants, or contracts for other sponsored programs shall be in conformity with this policy.

5.3. Criteria for Educational Value - Criteria are to be established and outlined by each institution for determining educational value of the proposed research or training grant. Some suggested areas of such criteria are: (1) How many students will be involved? (2) Are the students to be involved working toward a degree? (3) Is the contract funding a post-doctoral program? (4) How much faculty and other personnel released time will be required to accomplish the proposed project? (5) What would the formula be for such released time and compensation? (6) Of what educational value is the contract project to the institution as contrasted with the principal investigator? (7) Will existing assigned space be utilized? (8) Will new personnel be added producing pressures for more space?

(9) Will the grant cover costs of all equipment and services required, including computer services, without obligating other institutional funds?

5.4. Training Grants - Training grants for less than fully funded costs shall be justified for educational value. Student credit hours produced on fully funded training grant programs will be reported separately from the student credit hours produced by education and general funds (State appropriation, student fees, etc.).

5.5. State Board of Regents Standards for Waiver of Full Recovery - Nothing in the institution's criteria for waiver of full recovery shall supersede the Board of Regents policy R535, Reimbursed Overhead, or their responsibilities as outlined in Section 53B-7-103(4), Utah Code Annotated (1953).

5.6. Delegation of Authority - The Board delegates to the presidents, with the approval of their respective Board of Trustees, power to enter into contracts for maintenance, research grants, and continuing programs of the institution involving amounts not over \$1,000,000 for the teaching/research universities; ~~[\$500,000 at the metropolitan/regional universities]~~ \$750,000 at master's colleges and universities; \$500,000 at the baccalaureate/associates colleges; and \$200,000 at the community and technical colleges.

5.7. Annual Reports - Each institution shall submit an annual report to the Board by September 30 of awards received during the previous fiscal year beginning July 1 and ending June 30. The report shall include summary totals by college or unit of all awards received ~~[and a listing of awards received which exceed the relevant trigger amount established in paragraph 5.6].~~

5.8. Monthly Reports - All grant applications and contract proposals submitted by member institutions of higher education are to be approved by the State Board of Regents to insure that the project described is clearly within the specified role of the institution. This will be done by each institution submitting to the State Board of Regents a monthly listing, within 60 days after the end of the month being reported, of all grants and proposals submitted during the preceding month, with a short description of each project. A similar listing of awards received during the same period will be submitted. If a project does not fall within the role assigned to the institution which submitted it, that application or proposal will be immediately withdrawn.

5.9. Consent Calendar Reports - For proposals with budgets greater than the trigger amount specified in 5.6, which require specific Board approval, the president of the institution will give a description of the project to the Board in a regular consent calendar report and request approval at that time. In those cases where applications or proposals cannot be approved by the Board before submittal for reasons which are deemed justifiable by the president, the president may sign them and authorize their submittal. The president will then report the action at the next Board meeting with a description of the project and a request for approval on

that meeting's consent calendar. It is understood that a proposal can be withdrawn at any time before an award is made if the Board should not approve the project retroactively.

5.10. Criteria for Reporting - The following criteria are to be used in determining reportability. Only the annually funded amount of the award should be reported, not the amount of the entire award.

5.10.1. Type of Award - Contracts, grants, and cooperative agreements are reportable. Financial aid, appropriated funds, and gifts are not to be reported.

5.10.2. Agency/Source of Award - Awards made by federal, state, and local municipal governments; and by private partnerships, individuals, foundations, trusts, and corporations are all reportable.

If both 5.10.1, Type of Award, and 5.10.2, Agency/Source of Award, are reportable, a report must be submitted. If either or both is not reportable, the item should not be included in the report.

5.10.3. Function and Purpose - If there is a question as to whether the award must be included in a report, the function and purpose are to be considered. If this criterion is affirmative, the award shall be included in the report. Awards for research, training and public service (extension, clinical testing, clinics, or other projects for the benefit of the public) are reportable. Charitable activities, business sales, auxiliary enterprise activities, and scholarships/student financial aid need not be reported.

5.10.4. Development - Development activities are not reported to the Board of Regents.

(Approved June 30, 1969; amended October 27, 1970, October 19, 1971, and September 15, 1995. Proposed amendments October 31, 2003.)

Revised R926, *Use of Office-owned Computers and Software*

R926-1. Purpose

To require appropriate use of office-owned computer hardware and software for official work of the office and to maintain appropriate separation between such office use and personal or entertainment use of personally owned computer hardware and software.

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R926-3. Policy

3.1. Use of Office-Owned Computer Equipment - Office-owned computer equipment, including desktop and portable PCs, is subject to the general Office of the Commissioner of Higher Education (OCHE) policy regarding personal use of office facilities and equipment, [R927](#), Use and Security of Property. The equipment, installed software on the equipment, and any access to the Internet are provided for purposes of the official work of the office, not for personal use or entertainment. Staff members are expected and required to use office-owned equipment primarily for official business in connection with their jobs. Staff members are expected and required to spend on duty time (which does not include break time and lunch time) on official business in connection with their jobs and not on personal affairs or entertainment. This expectation is of course qualified by normal allowance for emergencies that might arise and for reasonable and incidental socializing that facilitates effective working relationships. The same expectation and requirement applies to use of office-owned computer equipment - that is, the equipment is to be used principally for official business purposes related to the staff member's specific job.

...

3.6. Internet Access and Use - ~~[On a need-to-have basis, with approval by the cognizant Associate Commissioner, access to the Internet and the Worldwide Web may be activated by Computer Services on computers used by specific staff members.]~~ Staff members are expected to exercise sound judgment in limiting their use of ~~[this feature]~~ internet access to official business-related purposes during normal business hours. Any personal uses of office-provided Internet capacity must be strictly incidental (as defined in 3.1), limited to breaks, lunch hour, or other off-duty time ~~[away from the office]~~, and in keeping with standards of ethical behavior. Staff members with off-premises access to the Internet through the office dial-up network are required to safeguard against its use by unauthorized persons. Computer Services staff are instructed to monitor and periodically check the sites addressed using office Internet access.

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